TTE 593b – Student Teaching  
In Secondary Schools Syllabus  
Teach Arizona Program  
Spring 2017  

**Tucson Supervising Instructor:** Dr. Barry Roth  
**Contact Information:** roth@email.arizona.edu, 520-205-0285  
**Office Hours:** By Appointment, Flowing Wells H.S., Rm. 52/53

**Chandler Supervising Instructor:** Michael Lang  
**Contact Information:** mclang@email.arizona.edu, Cell: 480-458-7745  
**Office Hours:** By Appointment, Chandler Community Services Building, Rm. 210

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**CATALOG & COURSE DESCRIPTION**

In this course you will engage in specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental (educational) establishment. Under the guidance and supervision of your cooperating teacher and university supervisor you will assume the professional duties of a student teacher and, in the process, demonstrate skills and dispositions necessary to meet the national standards set for teachers by the Interstate Teacher Assessment and Support Consortium (InTASC) and International Society for Technology in Education (ISTE):


**DATES**

Spring semester, the student teachers follow the school district calendar for holidays as well as beginning and end dates. They are required to continue student teaching until the end of the school district year, even though that date is after the end of the University of Arizona semester. Assigned hours are from the report time for teachers until approximately 11:30 am. The school bell schedule will dictate the exact time of arrival and departure.

**HOURS**

**Spring Semester:** Monday-Friday. Tucson student teachers should arrive no later than the official report time for teachers and stay until approximately 11:30 am. Chandler students should arrive 15 minutes prior to the start of their first assigned class. Chandler students are not limited to morning periods but are to remain at the school site for approximately four hours each day. Chandler students will complete coursework online.

**Attendance is required. Excessive absences may result in the student being dropped from the course or being issued a failing grade.** All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored. Student teachers must notify the supervising practitioner as far in advance as possible and must supply substitute lesson plans. Student teachers should notify Dr. Roth or Michael Lang about absences in advance if possible.
**Course Outcomes**

By the end of the student teaching experience, teacher candidates will have:
1. Progressed to teaching two designated periods in collaboration with supervising practitioner using co-teaching strategies.
2. Submitted a lesson plan on BOX two days prior to each scheduled observation made by candidate’s supervisor. There is a target of seven lesson plans to be submitted, one lesson plan for each observation.
3. Participated in post conferences following each observation that includes the midterm evaluation conference and the final evaluation conference.
4. Collaboratively created a learning environment that fosters student learning in accordance with the InTASC and ISTE Standards.
5. Collaboratively designed lessons with supervising practitioner and taught lessons using instructional approaches and strategies aligned to the InTASC and ISTE Standards.

**Course Objectives**

The course objectives are based upon the InTASC and ISTE Standards:

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<th>The learner will be able to:</th>
<th>Standard</th>
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<td>1. Implement developmentally appropriate learning experiences that meet the needs of diverse learners.</td>
<td>InTASC Standards: 1a, 1b, 1c</td>
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<td>2. Create learning environments that take into account individual differences, diverse cultures and communities that enable learners to meet high standards.</td>
<td>InTASC Standards: 2a, 2b, 2c, 2d, 2e, 2f</td>
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<td>3. Collaborate with others to support individual and collaborative learning, promote positive social interactions, active engagement in learning and self-motivation.</td>
<td>InTASC Standards: 3a, 3b, 3c, 3d, 3e, 3f, 3h</td>
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<td>4. Create learning experiences that incorporate the central concepts of inquiry and structure(s) of the content discipline to ensure students’ content mastery.</td>
<td>InTASC Standards: 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h</td>
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<td>5. Connect concepts and use different perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.</td>
<td>InTASC Standards: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h</td>
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<td>6. Use 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.</td>
<td>InTASC Standards: 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h; ISTE. NETS-T Standards: 3c</td>
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<td>7. Plan instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.</td>
<td>InTASC Standards: 7a, 7b, 7c, 7d, 7e, 7f</td>
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<td>8. Use a variety of instructional strategies to encourage learners to develop deep understanding of content and build skills to apply knowledge in a meaningful way</td>
<td>InTASC Standards: 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i</td>
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<td>9. Engage in ongoing learning opportunities using evidence to continually evaluate teaching practice and its effect on learners.</td>
<td>InTASC Standards: 9a, 9b, 9c, 9d, 9e, 9f ISTE. NETS-T 5c</td>
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<td>10. Seek appropriate roles and opportunities to take responsibility for student learning and to collaborate with others to ensure learner growth and to advance the profession.</td>
<td>InTASC Standards: 10a, 10b, 10c, 10d, 10f, 10g,10i, 10j, 10k</td>
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<td>11. Create learning experiences that utilize technology to develop learner creativity, maximize content learning and promote ethical and responsible use of digital tools.</td>
<td>ISTE NETS-T: 1a, 1b, 1c, 1d; 2a, 2b, 2c, 2d; 3a, 3b, 3c, 3d; 4a, 4b, 4c, 4d</td>
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**STUDENT TEACHING BENCHMARK**

**Student Teaching Responsibilities:** Student teachers assume full responsibility for two designated periods. In collaboration with their supervising practitioner, they take the lead in co-planning, co-instructing, grading, and maintaining discipline. Student teachers 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. Observe the supervising practitioner teach other classes
- d. Observe other teachers at the school site who model effective teaching

In addition to their morning work, student teachers are 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.

**SEVEN CLASSROOM LESSON OBSERVATIONS**

**Program Supervisor Observations:** Program supervisors observe teacher candidates every 2-3 weeks during the semester. Supervisors observe the teacher candidate working in the classroom and then briefly conference with the teacher candidate and supervising practitioner. Teacher candidates must submit a lesson plan for the class to be observed into “BOX” least 2 days prior to every supervisor’s visit. Following the observation the supervisor will document the student teacher’s progress by completing a Teacher Candidate Observation Form that the program supervisor will upload directly into BOX.

**TEACHER CANDIDATE MIDTERM AND FINAL EVALUATIONS**

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

**Evaluation Instrument:** The UA Teacher Candidate Midterm/Final Evaluation form (included at the end of this syllabus) will be used to assess whether the student teacher has demonstrated the knowledge, skills and dispositions necessary to pass student teaching. The supervising practitioner and teacher candidate will each individually complete this form prior to the midterm and final conferences. During the conference the program supervisor completes a composite Student Teacher Assessment form and notes any discrepancies. The program supervisor collects the evaluation forms completed by the teacher candidate and the supervising practitioner at the end of the conference. The program supervisor will upload the signed evaluation forms directly into the teacher candidates BOX. The UA Teacher Candidate Midterm/Final Evaluation is aligned to both the InTASC and the ISTE standards for teachers.

  (Standards Addressed: InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ISTE Standards-T 1, 2, 3, 4, 5.)

**GRADING POLICY**

Student teaching will be graded on a pass/fail basis. Grades will be based upon the student’s ability to demonstrate an acceptable level of knowledge, skill, and dispositions required to be a successful teacher. This determination will be made using the Student Teaching Assessment instrument. The instrument has a grading rubric from 1 to 4. The benchmark for the course is a “2” Emergent on the rubric. You must reach or exceed this benchmark to pass TTE 593. A passing grade is defined as a score of “2” or above (across all categories) on the grading rubric. The instructors, acting upon the recommendation of the program supervisor, will assign the grade.
Department of Teaching, Learning and Sociocultural Studies
Position Statement on Social Justice
Adopted March 25, 2014

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

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

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

*We value and honor human diversity.
*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

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

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

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.
**Students with Disabilities**
If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (520-621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

**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, http://equity.arizona.edu.

**University of Arizona Code of Conduct**

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

**University of Arizona Code of Academic Integrity**

Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: http://deanofstudents.arizona.edu/codeofacademicintegrity.

**Expectations of Professionalism**

When you entered Teach Arizona you signed The University of Arizona UA TPP Professional Requirements Student Contract in which you agreed to abide by the UA TPP requirements. Please review the Teacher Candidate Requirements which addresses professional roles and responsibilities. The Teacher Candidate Requirements can be found at: http://www.coe.arizona.edu/professional_standards.

Student teachers 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. Student teachers should adhere to policies regarding visitors on campus. They should also obtain appropriate faculty ID cards and parking passes.