Introduction

Teach Arizona features a year-long, half-day model for field experience and student teaching that begins the first day and ends the final day of the host school’s calendar year. This model provides Teacher Candidates with the opportunity to fully experience the responsibilities of classroom teachers starting with establishing procedures, norms and a positive classroom culture, continuing with delivery of the entire scope and sequence of the curriculum and ending with final assessments, grading and graduation/promotion.

The field experience component occurs every morning during fall semester. Teacher Candidates begin by observing their Supervising Practitioner, learning the names of students and working with them one-on-one and in small groups. They quickly progress to teaching short segments of lessons and gradually phase-in to co-teaching and ultimately lead-teaching whole lessons in preparation for spring semester student teaching.

Afternoons during fall semester are devoted to Teach Arizona coursework, focusing on classroom management, lesson planning, delivery of instruction and the myriad other skills effective teachers must possess. Teacher Candidates can then practice the skills they are learning in the classroom with their students and talk to their Supervising Practitioner, peers and instructors about the application of these skills.

Starting the first day of the host school’s spring semester, Teacher Candidates assume the role of student teacher and take lead in all aspects of managing and instructing their assigned students. Since the phase-in period occurs during fall semester, Teacher Candidates complete an entire semester as lead-teacher for their assigned classes.

Expectations of Professionalism

Teacher Candidates are expected to abide by the standards delineated in the UA Teacher Preparation Programs Professional Standards (including the Professional Expectations for UA Teacher Candidates), the TLS 593a and TLS 593b syllabi, and the faculty handbook at the site school. Candidates found in violation of the standards for professionalism may be removed from the fall field internship or spring student teaching and issued a failing grade for TLS 593a or TLS 593b.

Teacher Candidates should adhere to policies regarding visitors on campus, and obtain appropriate faculty ID cards and parking passes. They should wear their UA identification lanyards.

Teacher Candidates are required to have in their possession a valid Arizona Department of Public Safety IVP fingerprint clearance card. They are required show the physical card to Dr. Roth and provide him with a photocopy prior to beginning the fall Field Experience.

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 must not be used in field notes, and field notes should be kept secure at all times.

Syllabi

Syllabi for the fall field experience (TLS 593a Syllabus) and spring student teaching (TLS 593b Syllabus) are available on the Teach Arizona website: https://www.coe.arizona.edu/teach-arizona
Contact Information

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

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

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. Teacher Candidates may petition for deviation from the school district start and end dates if extenuating circumstances require it.

Substitute Teaching Guidelines

Teacher Candidates are allowed to substitute teach at their school site, provided these guidelines are followed.

- 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.
- 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 Supervising Practitioners should confer with their Teacher Candidate to determine the afternoons on which he/she is available.
- Substitute teaching is strictly voluntary. Teacher Candidates are not required to substitute teach or do class coverage during the fall or spring semesters.
- Teacher Candidates can and should be paid for substitute teaching any time they substitute teach.
Fall Semester Field Experience

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.

During the Assigned Morning Class Periods:

The Teacher Candidate and Supervising Practitioner will select two morning periods that will be assigned to the Teacher Candidate. During the fall semester, the Supervising Practitioner is the lead teacher. Teacher Candidates should gradually assume management, planning and teaching duties leading to a team-teaching arrangement by the end of the semester. A specific Phase-In Plan will be designed by the Program Supervisor, Supervising Practitioner, and Teacher Candidate during the program orientation held in late summer. 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 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
- Teach some lessons and post-conference with the supervising practitioner
- Videotape a lesson (as a part of their university coursework)
- 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

During the Remainder of the Morning:
- Conference with the Supervising Practitioner
- Review curriculum and prepare teaching materials
- Observe a wide variety of teachers at the assigned school site
- Observe teachers other school sites. (During August, September, October only)
**Teacher Candidate Observation and Evaluation – during fall semester Field Experience**

The Program Supervisor observes the intern and Supervising Practitioner a minimum of once a month and preferably every three weeks. The Programs Supervisor, Supervising Practitioner and Teacher Candidate meet to confirm that:

- 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.

The Program Supervisor, Teacher Candidate and Supervising Practitioner conference at the end of the semester to complete the *Field Experience Evaluation* in accordance with the *Field Experience Rubric*. The *Field Experience Evaluation and Rubric* were developed to ascertain whether the Teacher Candidate has made adequate progress as outlined in the phase-in plan developed during the program orientation. It is designed to inform the Teacher Candidate, Supervising Practitioner, Program Supervisor and Program Directors whether the Teacher Candidate is ready to assume the responsibilities of student teaching or whether some degree of remediation is required.

**Grading Policy:** Field Experience 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 take on the role of lead teacher in the spring semester, as measured by the *Field Experience Evaluation* instrument. This is the benchmark assessment for the course. You must pass the benchmark to pass TLS 593a. 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.

**Spring Semester Student Teaching**

The Teacher Candidates assume full student teaching responsibilities for their two designated periods. In collaboration with their supervising practitioner, they take the lead in co-planning, co-instructing, grading, and maintaining discipline.

**During the Assigned Morning Class Periods:**

- Teacher Candidates are expected to 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. In addition, at least two days prior to any observation by the Program Supervisor, Teacher candidates must submit a lesson plan for the class to be observed into “BOX.”

- Teacher Candidates are expected to attend lunchtime or after-school activities such as department, faculty and IEP meetings, and parent or student conferences as would regular faculty members. There is one afternoon university class that Teacher Candidates must attend in spring.
Teacher Candidates complete a Data Literacy project during this semester as a part of their university coursework. Teacher Candidates have received FERPA training. They will require assistance accessing student data for the purposes of completing this project. More information will be provided at the start of spring semester.

**During the Remainder of the Morning:**

Students should use the remainder of the morning to:

- Conference with the Supervising Practitioner
- Plan, grade, complete administrative tasks related to student teaching
- Observe/assist the Supervising Practitioner teach other classes
- Observe other teachers at the school site who model effective teaching

**Teacher Candidate Observation and Evaluation – during spring semester Student Teaching**

- Program Supervisors conduct formal observations and post-conferences approximately every 2-3 weeks during the spring semester. These observations will be announced and scheduled in advance.
- Formal post-conferences following each observation should provide feedback on the written lesson plan, instruction, classroom management or other teaching practices.
- Program Supervisors document the Teacher Candidate’s progress by completing the Observation Feedback Form and upload it to “Box.”
- If the Teacher Candidate needs additional support in the area of Classroom Management, then the Program Supervisor will complete the Classroom Management Checklist and the Classroom Management Action Plan. These should also be uploaded to “Box.”

The Program Supervisor meets with the Supervising Practitioner and Teacher Candidate for one mid-term and one final evaluation conference to complete the UA Teacher Candidate Midterm/Final Evaluation in accordance with the Midterm/Final Evaluation Rubric. Evaluation forms are uploaded to Dr. Roth’s or Mr. Lang’s secure “Box” folders.

The UA Teacher Candidate Midterm/ Final Evaluation is aligned to both the InTASC (http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf) and the ISTE (http://www.iste.org/standards/iste-standards/standards-for-teachers) standards for teachers.

**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, as measured by the UA Teacher Candidate Midterm/Final Evaluation instrument. This is the benchmark assessment for the course. You must pass the benchmark to pass TLS 593b. 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.

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. The program supervisor will upload the signed evaluation forms directly into the teacher candidates BOX.
**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.

**Supervising Practitioner Responsibilities**

- Review the Teach Arizona Student Teaching Handbook 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.
- Prepare for and participate in Midterm and Final Evaluation conferences
- 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.

**Important Note:**

Teach Arizona interns/student teachers are insured by the UA for liability while engaged in instructional activities within an internship course. Interns can be left in sole charge of students provided all of the following conditions are met:

**Fall Semester**

UA interns may be left in sole charge of their assigned middle/high school students under the following conditions:

1. The absences of the mentor teacher are brief (no more than 10 minutes in length) and infrequent
2. The UA intern knows where the mentor teacher can be found during the absence
3. Site district/school policy allows interns to be in sole charge of students
4. The mentor teacher and supervisor feel that the intern is developmentally ready to take on sole supervision of students
Spring Semester
UA student teachers may be left in sole charge of their assigned middle/high school students under the following conditions:

1. The absences of the mentor do not interfere with their ability to effectively mentor and assess the student teacher’s progress
2. The UA student teacher knows where the mentor teacher can be found during the absence
3. Site district/school policy allows student teachers to be in sole charge of students
4. The mentor teacher and supervisor feel that the student teacher is developmentally ready to take on sole supervision

An 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. Under those circumstances, the Teacher Candidate is an employee of the school or district and the burden for liability coverage becomes the employer’s.

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, 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.

Program Supervisor Responsibilities

- Attend professional development meetings of all Teach Arizona Program Supervisors to review policies and develop 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.
- Conduct formal observations of Teacher Candidates regarding the Teacher Candidate’s performance in accordance with the **Midterm-Final Evaluation Rubric** and provide both verbal and written feedback.
- Facilitate dialog and nurture the relationship between Supervising Practitioners and Teacher Candidates.
- Conference with both Teacher Candidate and Supervising Practitioner and submit written summaries of those conferences to “Box.”
- Conduct one mid-term and one final evaluation conference with the Teacher Candidate and Supervising Practitioner, complete the **UA Teacher Candidate Midterm/Final Evaluation** forms and submit them to “Box.”
- Recommend a “pass” or “fail” grade to Dr. Roth/Mr. Lang at the conclusion of the final evaluation conference.

Supporting Documents

The following documents, referenced to throughout this handbook in bold italics and used to support Teacher Candidates during Field Experience and Student Teaching, are available at: https://www.coe.arizona.edu/teach-arizona/resources

- **UA Teacher Preparation Programs Professional Standards**
- **Professional Expectations for UA Teacher Candidates**
- **TLS 593a Syllabus**
- **TLS 593b Syllabus**
- **Field Experience Evaluation**
- **Field Experience Evaluation Rubric**
- **Observation Feedback Form**
- **UA Teacher Candidate Midterm/Final Evaluation**
- **Midterm-Final Evaluation Rubric**
- **InTASC Standards**
- **ISTE NETS-T Standards**