Master’s in Education
Secondary Education Program Handbook
Fast Track
Spring 2017
Welcome

The M.Ed. program is committed to assisting UA South M.Ed. students in the program to prepare to work for middle school and high school students who come from culturally minoritized populations. This preparation involves not just developing an appreciation for K-12 students' racial/ethnic backgrounds and socioeconomic status, but also an appreciation for a teacher’s own racial/ethnic background and socioeconomic status and the ways in which a teacher’s background positions the teacher in terms of relationships developed with students. Thus, critical analyses of the teacher’s sociocultural, sociopolitical, and socioeconomic positionality are expected from those in the M.Ed. program with interrogations of power in a school setting occurring across the M.Ed. curriculum.

The M.Ed. in Secondary Education Program is committed to providing you with a positive, professional, and practical teacher preparation experience. During your courses and school placements, you will work with and be supported by UA South faculty and staff, a classroom mentor teacher, and a university mentor. This handbook is a resource guide with practical information.

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# Table of Contents

Welcome .......................................................................................................................... 1

Table of Contents ............................................................................................................. 2

Vision ............................................................................................................................... 3

Mission ............................................................................................................................ 3

Guiding Principles ......................................................................................................... 3

Commitment to our Students ......................................................................................... 4

Reasonable Accommodation Statement ...................................................................... 4

UA South Email Policy .................................................................................................. 4

Program Overview ......................................................................................................... 5

Fast Track Course Rotation ........................................................................................... 6

M.Ed. Field Studies ....................................................................................................... 7

Fast Track School Placement Information .................................................................... 8

Important Field Experience Policies and Procedures .................................................. 10

Responsibilities of the Teacher Candidate .................................................................. 11

Sample 12-week Student Teaching Schedule .............................................................. 15

University Forms .......................................................................................................... 16

M.Ed. Program Observation/Assessment Schedule ....................................................... 17

M.Ed. Observation Instrument ....................................................................................... 18

M.Ed. Assessment Instrument ....................................................................................... 19

Pop-in Observation ....................................................................................................... 24

Professional Standards – InTASC and Technology ...................................................... 25

Example of a Preparedness to Teach Form ................................................................ 27

Program Services .......................................................................................................... 34

Program Services and Contact Information ................................................................. 35

Financial Aid Information ............................................................................................. 38

Important Information and Resources ......................................................................... 40

Certification Information ............................................................................................... 41

Frequently Asked Questions and Information ............................................................. 43

Sample TEDV 593A Internship I Agreement Form ...................................................... 44

Sample TEDV 593B Internship II Agreement Form ..................................................... 45

Use of UA Media Release Forms .................................................................................. 46

Multi-Media Consent and Release Form ....................................................................... 47

Social Media Information ............................................................................................. 49
Our Vision
We envision a world in which children in Southern Arizona have access to high quality education.

Our Mission
The award-winning M.Ed. program in Secondary Education at the University of Arizona South is committed to preparing teachers with the dispositions and skills to work for middle and high school students in Arizona border schools. Our context-specific focus on preparing teachers for the borderlands of Arizona involves developing in candidates an appreciation for their students’ and their own racial/ethnic backgrounds and socioeconomic status. Thus, critical analyses of the emerging teachers’ sociocultural, sociopolitical, and socioeconomic positionality are central for those in the M.Ed. program. In addition, interrogations of power in school settings occur across the M.Ed. curriculum. This work is accomplished by knitting together clinical experience in partner schools with carefully crafted coursework. New teacher learning is supported by a robust professional learning community of peer learners and teacher leaders in our partner schools.

Our Guiding Principles
1. Constructivism: Constructivist learning theory informs the structure and content of our courses and our approach to teaching and learning. Whenever possible, faculty model constructivist teaching practices in their own courses.

2. Teaching and learning: UA South faculty commitment to teaching ensures that M.Ed courses are centered on student learning and carefully designed to prepare emerging teachers with the skills they need to begin teaching.

3. Partnerships: Deep partnerships with local schools and the participation of local master teachers in the preparation of M.Ed candidates ensures a robust democratic learning community that models classroom practices for emerging teachers.

4. Context-specific preparation: Coursework content and pedagogy are directed at school-embedded practices in partner border schools. Our context-specific conceptual framework informs the program design and the content of coursework.

5. Pedagogical content knowledge: A focus on pedagogical content knowledge supports emerging teachers’ ability to translate deep content knowledge into classroom learning.

6. Action research. Participatory action research is the research framework used in the program, which prepares teachers to adopt a stance of inquiry in their own classrooms. Action research can also be used in the classroom with middle and high school students, referred to as, “Youth Participatory Action Research.”
7. **Culturally sustaining pedagogy**: Culturally sustaining pedagogy seeks to sustain linguistic, literate, and cultural pluralism as part of the democratic project of schooling.

8. **Teacher leadership**: Our commitment to preparing teachers to be leaders informs the structure of work our students do and also develops among students a collaborative learning community with an emphasis on peer-to-peer learning and coaching.

**These understandings prepare emerging teachers to shape classrooms environments that:**

1. Acknowledge that the learner is not a passive recipient of knowledge, but rather a thinker, creator and constructor of knowledge.
2. Emphasize instructional approaches such as reciprocal teaching that supports self-monitoring, metacognition, and self-assessment and emphasizes student reflection as a centerpiece of learning.
3. Build culturally sustaining pedagogy and curriculum that overcome the dehumanizing deficit approaches to education that currently define too many classrooms.
4. Respect and honor all students and that link classroom instruction to the cultural and experiential background of their students.

**Our Commitment to our Students**

Our work takes place in the borderlands of Arizona. This context demands a deep understanding of the politically complex and rich linguistic, cultural and bi-national communities on the border. As the U.S. becomes a more multicultural country, the understandings and dispositions students develop in the program will serve them well wherever they choose to teach.

**Reasonable Accommodation Statement**

Persons with disabilities, who with or without reasonable accommodation 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 by contacting the UA Disability Resource Center (DRC) at 520-621-3268.

**UA South Email Policy**

Please be aware that during your participation in the UA South M.Ed. Secondary Education Program all electronic communications will be conducted via your UA email. You will be expected to monitor your account accordingly.
Program Overview
Fast Track Course Rotation

M.Ed. in Secondary Education Courses - Fast Track Rotation

Summer Session I
- ETCV 511 Computer Applications in the Classroom
- LCEV 508 ELL Instruction – Structured English Immersion (SEI)

Fall
- TEDV 535A Participant Research Methodologies
- LCEV 504 Cultural Diversity in the Classroom
- TEDV 593A (field-based): Secondary School Internship
- TEDV 520 Classroom Management

Spring
- TEDV 502 Research in Education (taken concurrently with TEDV 593B)
- TEDV 593B (field-based) Secondary School Internship (8 credits)
- TEDV 530 Methods and Models of Instruction

Summer Session II
- TEDV 527 Adolescent Development
- TEDV 521 Teaching the Exceptional Child

Note: ADE required courses subject to change without notice.
M.Ed. Field Studies
Fast Track School Placement Information

Fall 2016

First Field Studies Course: TEDV 593A – Secondary School Internship I (3 credit hours)
Along with your M.Ed. classes, you will spend one full day per week in a classroom working with a classroom teacher mentor. This practicum, designed to connect your coursework with the field, will allow you to become more comfortable in your role as a professional educator. You will have opportunities to observe your teacher, work with small groups of students, work one-on-one with students, team-teach, and develop your own lesson plans that you will teach during the semester. You will have a UA South University Mentor who will monitor your progress, provide feedback, and support you during this experience. This semester-long internship is in preparation for your student teaching internship. Take every opportunity to immerse yourself in the host classroom and learn the routines and culture of the class.

You will complete required assignments in your 593A class as outlined in your course syllabus. These assignments are designed to connect the pedagogy of teaching with what you are observing and participating in your host classroom. You will teach a minimum of two lessons while in the course. Your University Mentor will observe at least one of these lessons and will also observe you in class a second time.

Checklist for TEDV 593A:

- Have a valid IVP fingerprint card
- Prepare and take the NES or AEPA Subject Knowledge Test in your content area
- Spend one full day in the classroom per week (a minimum of 90 hours)
- Meet your University Mentor
- Work with students in groups, one on one, team teach, grade, assist teacher with administrative tasks, observe, take notes, connect your coursework to the classroom, discuss classroom learning with other M.Ed. students in the program
- Prepare for two observations from a University Mentor
- Apply for Student Teaching (TEDV 593B) during the semester before student teaching
- Prepare for twelve (12) weeks of full time student teaching
- Complete assignments for your M.Ed. coursework
- Obtain permissions to conduct an action research project at your school. Each school will have a different set of requirements about the permission slips from parents; the principal of your school is the person you need to talk with about this. Gain school approval as soon as your proposal is approved in your UA South research course in case you need to change some things because of school policy.
Second Field Studies course: TEDV 593B – Secondary School Internship II (8 credit hours)

Student Teaching

During your student teaching experience, you will work closely with your classroom mentor teacher and your University Mentor and you will connect with other student teachers in the program during required seminars held during the semester.

Classroom placement at UA South is based on the model of the Reflective Practitioner. This means that you will engage in meaningful dialogue through your university class about your classroom experiences. You will receive more information during a student teaching orientation.

Checklist for TEDV 593B:

- Officially begin your student teaching internship on the UA class start date (this may not align with district calendar start date)
- You may go early to district schools prior to the start of the UA semester on a volunteer basis only
- Use the student teaching guide you will receive to help pace your experience
- Meet with your University Mentor and classroom mentor teacher at the beginning of student teaching
- Complete four observations of your teaching with your University Mentor
- Complete the collaborative mid-term evaluation
- Complete the collaborative final evaluation
- Prepare for and take the NES Professional Knowledge exam (to be completed prior to graduation)
- Complete Institutional Recommendation paperwork for certification
- Complete all coursework successfully, maintaining at least a 3.0 grade point average
- Complete the Arizona/U.S. Constitution course required for certification at a college or university and have official transcripts sent to UA South or pass the AEPA Arizona/U.S. Constitution exam and provide test results to UA South
- Attend required seminars for the purpose of reflection and closure; you will receive the location and dates at the beginning of the term
- Collect data for your action research project due in the final weeks of the semester
Important Field Experience Policies and Procedures

Placement Policies for TEDV 593A/593B

1. Teacher Candidates may indicate their personal request of geographical area, grade level, and/or subject to be taught. *The Clinical Practice Coordinator will make the final school placement.*

2. Teacher Candidates must maintain a grade point average of 3.0 to qualify for school placements and student teaching.

3. Teacher Candidates may not contact teachers or school administrators in an attempt to make their own arrangements for placement. Teacher Candidates are encouraged to communicate placement preference to the Clinical Practice Coordinator.

4. Teacher Candidates will not be placed in schools where they have children attending or immediate family members employed.

5. The Clinical Practice Coordinator, in cooperation with local school district administrators, will determine your placement. You will be notified when the placement is confirmed.

Selection of Classroom Mentor Teachers

Professionals are selected as classroom mentor teachers by school principals because they:

1. Are interested in mentoring teacher candidates as part of their responsibility to the profession.

2. Possess full certification for the area in which they are teaching and have a major emphasis in the subject area in which the teacher candidates will be working.

3. Have a minimum of three years of teaching experience.

4. Are capable of working as effective team members with the administration and university mentors for the benefit of teacher candidates.

5. Are current in their own fields, aware of new teaching methods, flexible, and receptive to new ideas.

6. Are committed to spending time with teacher candidates in planning and evaluation.

7. Continuously reflect on their classroom practices, evaluate their own effectiveness as teachers, and strive for self-improvement.

8. Are able to communicate their knowledge of teaching and learning to others.

9. Have a positive attitude toward their profession, their positions, their students, and their associates.
Responsibilities of the Teacher Candidate

I. Planning and Preparation

It is the role of teacher candidates to:

- Meet with the classroom mentor teacher as early as possible after the teaching assignment has been made in order to confirm that the placement is a good fit. The Clinical Practice Coordinator should be notified immediately if either feels a transfer should be made. If the assignment is agreeable to both, the teacher candidate should then:

  1. Review the curriculum to be covered in the course as part of the student teaching assignment.
  2. Check out textbooks and other teaching materials from the classroom mentor teacher.
  3. Discuss with the classroom mentor teacher a tentative plan for becoming actively engaged in the teaching responsibilities in the class.
  4. Obtain from the classroom mentor teacher a teacher handbook and a student handbook. Review with the classroom mentor teacher the administrative regulations and routines, including the school’s emergency plan; become familiar with the teacher’s existing discipline plan.

- Meet with the University Mentor as early as possible after the teaching assignment has been made in order to:

  1. Review the expectations of the mentoring process, including observations and evaluations and required forms.
  2. Determine, as soon as possible, the dates for observations and collaborative evaluations.

- Locate the school’s facilities to be used during the student teaching experience (e.g., library, textbook room, audiovisual supply room, department workroom, faculty lounge, auditorium, counseling facilities, etc.). Learn the emergency plan.
- Be introduced to other members of the school staff including the principal and/or assistant principal, department chairs, librarian, counselors, teacher aides, etc.).
- Become acquainted with the students; learn names as soon as possible.
- Observe and discuss class interactions with the classroom mentor teacher.
- Become familiar with the classroom mentor teacher’s lesson planning process.
- Participate in new teacher orientation if available at your school.
- Volunteer, as much as is possible, in school clubs, sports and activities.
II. Teaching the Class

The primary role of the classroom mentor teacher is to provide his or her classes with the best curriculum and the most expert teaching possible. To help achieve this end, it is the responsibility of the teacher candidate to:

- Plan cooperatively for instruction. The lesson plans should include, but not be limited to, instructional goals and objectives, the subject material to be covered, the procedures to be used, the audiovisual materials and other supplies to be incorporated, and evaluation of student achievement.

- Utilize a variety of teaching materials and strategies in order to determine which ones can be used most effectively in specific circumstances.

- Develop and implement procedures for managing the class effectively during instruction, incorporating various groupings and presentation techniques.

- Learn each student’s developmental level and provide appropriate learning activities.

- Demonstrate an ability to assume greater responsibilities in conducting the classes.

- Know where to find the classroom mentor teacher if he or she is out of the room when class is in session.

- Observe, occasionally, if possible, the teaching of other master teachers in the building after making prior arrangements with the assistance of the classroom mentor teacher.

- Become involved in the total school program by participating in school assemblies, faculty and department meetings, P.T.O. meetings, athletic events, stage productions, parent conferences, in-service activities, etc.

- Confer with the university mentor on a regular basis.

- Know the roles and responsibilities of the classroom mentor teacher and the university mentor.

- Understand that accurate records must be maintained. The school's legal responsibilities relative to attendance records and adequate recording of pupil progress make this an essential part of the teacher's responsibilities.
III. Evaluation and Performance

It is the role of the teacher candidate to:

- Assist the classroom mentor teacher with the evaluation of the students in the class.

- Meet regularly with the University Mentor and the classroom mentor teacher to review progress.

- Participate with the classroom mentor teacher and University Mentor in preparing the required observations and evaluations.

Mid-Term and Final Evaluations. Be involved in continual self-evaluation for professional growth.

Teacher candidates are required to follow the classroom mentor teacher’s daily schedule, arriving at school punctually and remaining as late as the mentor teacher is required to remain. Teacher candidates should not stay late when the school staff has left for the day or meet after school hours.

Teacher candidates are expected to have professional dress, personal appearance, and behavior at all times while in the assigned school. Teacher candidates must familiarize themselves with the district's professional dress code.

Please contact the school, classroom mentor teacher, and University Mentor as far ahead of time as possible in case of absence or tardiness. Absence and tardiness are to be avoided, but emergencies can occur. If a teacher candidate must be absent on a day when he or she is expected to teach, lesson plans and materials must be delivered to the classroom mentor teacher before class begins. You must notify the classroom mentor teacher and the University Mentor if you will be absent. You must arrange to make up missed time.

Teacher candidates follow the school district calendar for their assigned school. This applies to fall and spring breaks. You will take the district break and not the UA break if the timeframes differ.

IV. Student Teaching Schedule

Student teaching is a consecutive, 12-week, full time internship. It is your responsibility during student teaching to be in the classroom every day and to follow the classroom teacher’s duty hours. In the case of an absence, you must contact the school office, classroom mentor teacher, and university mentor as far ahead of time as possible. Absence and tardiness are to be avoided, but emergencies can occur. If a teacher candidate must be absent on a day when he or she is expected to teach, lesson plans and materials must be delivered to the classroom mentor teacher before class begins. To assure that you meet the 12-week state requirement for certification, you must arrange to make up any missed time.
Teacher candidates follow the school district calendar for their assigned school. This applies to fall and spring breaks. The week of spring break does not count as a week of student teaching. You will take the district break and not the UA break if the timeframes differ.

**Student Teaching Schedule**

An example of a 12-week student teaching plan is presented on the next page. The phase-in and phase out period will be based on your readiness, the needs of the host classroom, and what is best for students. Please submit your student teaching plan to the University Mentor when it is determined.
# Sample 12-week Student Teaching Schedule

***** Each teacher candidate’s individual schedule will be determined in collaboration with the University Mentor and Classroom Mentor Teacher

<table>
<thead>
<tr>
<th>Week</th>
<th>UA South Teacher Candidate</th>
<th>Classroom Mentor Teacher</th>
<th>University Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation/interaction: take notes, assist students, learn individual students, and prepare to teach one subject or period next week.</td>
<td>Teach and plan full time, communicate with teacher candidate about planning, procedures, IEPs, behavioral issues, grading.</td>
<td>Collaborative meeting to answer questions. Available by phone or email to assist teacher candidate.</td>
</tr>
<tr>
<td>2</td>
<td>Teach one subject this week, learn school/district lesson planning guidelines and routines, and prepare to teach three subjects or periods the following week.</td>
<td>Introduce teacher candidate to methods of planning, district requirements, help to prepare for the teacher candidate to teach three subjects the following week.</td>
<td>Observation #1-observe lesson; provide feedback.</td>
</tr>
<tr>
<td>3</td>
<td>Complete responsibility for teaching three class periods.</td>
<td>Provide feedback, co-teaching, jointly plan teaching of subjects to add the following week.</td>
<td>Available by phone or email to assist teacher candidate.</td>
</tr>
<tr>
<td>4</td>
<td>Assume responsibility for teaching all subjects/periods, including planning, grading.</td>
<td>Provide feedback, stay in the room, jointly plan, co-teach when applicable.</td>
<td>Observation #2-observe lesson; provide feedback.</td>
</tr>
<tr>
<td>5</td>
<td>Continue complete responsibility for teaching all subjects/periods, including planning, grading.</td>
<td>May begin to leave the room for short breaks.</td>
<td>Collaborative Mid-Term Evaluation.</td>
</tr>
<tr>
<td>6</td>
<td>Continue responsibility for teaching all subjects/periods, including planning, grading.</td>
<td>May leave the room for short breaks.</td>
<td>Observation #3-observe lesson; provide feedback.</td>
</tr>
<tr>
<td>7-11</td>
<td>Continue all duties of classroom teacher. Return classroom duties to mentor teacher in week 10-11.</td>
<td>May leave room as district policy permits, continue feedback. Resume duties.</td>
<td>Observation #4-observe lesson in week 7 or 8; Provide feedback.</td>
</tr>
<tr>
<td>11-12</td>
<td>Support classroom mentor teacher in the classroom, reflect on experience.</td>
<td>Resume classroom duties, lesson planning, grading etc.</td>
<td>Collaborative Final Evaluation.</td>
</tr>
</tbody>
</table>
University Forms
M.Ed. Program Observation/Assessment Schedule
Fall 2016 – Spring 2018

The number of observations and evaluations listed are the minimum required. Additional observations and evaluations may be scheduled based on teacher candidate progress needs.

Fast Track – Traditional Student Teaching Track

Fall Semester 2016 – TEDV 593A
 Observations – 2 (using observation rubric)
 Assessments – 0

Spring Semester 2017 – TEDV 593B
 Observations – 4 (Using M.Ed. Assessment)
 Assessments – 2 (Mid-Term and Final) (Using M.Ed. Assessment)
M.Ed. Observation Instrument

University of Arizona South
Teacher Observation Rubric

<table>
<thead>
<tr>
<th>Date:</th>
<th>School site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher:</td>
<td>Topic:</td>
</tr>
</tbody>
</table>

Observations about the classroom:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not do this</td>
<td>Did this poorly</td>
<td>Did this fairly well</td>
<td>Did this very well</td>
<td>Did this with excellence</td>
<td>Not applicable to this presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active learning that inspires sense-making, perseverance, and communication</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on daily objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Expectations for student performance and work outcomes are evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Uses strategies that encourage students to make effective, efficient choices about their learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organized presentation of information</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When introducing new learning, the teacher makes intentional effort to connect with students' backgrounds/prior knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Presents information in a logical sequence. Presents information using a structure that supports students' ability to classify, compare, contrast, and order solutions and concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Uses a variety of teaching strategies. Differentiates lessons to accommodate different learning needs/styles. Provides appropriate opportunities for students to collaborate in pairs or small groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Teacher's practice promotes community building, autonomy and self-directed learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Uses questioning as a strategy to advance student understanding. Asks critical thinking questions: why do you think...? Or, what evidence do you have...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. When using questioning as a strategy to advance student understanding the teacher is persistent when asking students follow-up questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Uses the tools of technology to enhance and enrich the learning environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Verbal feedback is specific, accurate, focused, and elaborated, building on student responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Uses positive feedback in a manner that encourages students to take responsibility for their own learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Provides appropriate opportunities for students to lead discussions, group work, and whole class presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Thinks and/or questions out loud how to approach and deconstruct a problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Collects data (checks for understanding) in real time and uses the results to immediately shift instruction if needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Motivates students who show low interest in schoolwork (Self-efficacy survey #6).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. The lesson has a definite beginning, middle, and end with closure that requires students to reflect on and/or verbalize their learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom management</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Classroom is physically organized to facilitate student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Motivates students to follow classroom rules (Self-efficacy Survey #1).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Controls disruptive behavior in the classroom (Self-efficacy Survey #4).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Is flexible - has a “Plan B” when things don’t go as planned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Keeps students on task on difficult assignments (Self-efficacy Survey #5).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity literacy teaching practices</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses student concept learning as ground for discussions, deliberations, debates, or examinations regarding social equity (Principles of EL 1 and 2).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Integrates issues of social equity into the content (Principle 3 of EL).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Ensures engagement by students from all backgrounds in equity literacy activities (Principle 4 of EL).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Describes to students the equity literacy goals of the lesson (Principle 1 of EL).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
M.Ed. Assessment Instrument

M.Ed. Assessment Form

Date

University Mentor

University Mentor Email Address

Clinical Practice Coordinator

- sharonthomas@email.arizona.edu
- morozco1@email.arizona.edu

UO Instructor

TSDV 2016 = Rick Morozco and Rona Corrales

- rmorozco@email.arizona.edu
- rcorra1@email.arizona.edu

Final Year, 2nd Semester - 4 Observations, Mid-Term Assessment, and Final Assessment

- Mid-Term Assessment
- Final Assessment

Teacher Candidate

Teacher Candidate Email Address

School

Grade and Subject

Classroom Mentor

Start Time and End Time

Evaluator Signature
Evaluation Rubric:
6 = Accomplished: Teacher candidate’s performance demonstrates clear, convincing, and consistent evidence.
5 = Proficient: Teacher candidate’s performance demonstrates considerable evidence.
4 = Emerging: Teacher candidate’s performance demonstrates developing evidence.
3 = Inadequate: Teacher candidate’s performance demonstrates no evidence.

Planning for Instruction (In I ASC Standards 7)
The teacher candidate 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.

Standard 7 may not be observable in a lesson taught; however, it can be referred to during the pre/post-observation conference.

- Selects and creates learning experiences that are appropriate for curriculum goals and standards and are relevant to learners.
- Chooses strategies and accommodations, resources and materials to differentiate instruction for individuals and groups.
- Develops appropriate sequencing and provides multiple ways to demonstrate knowledge and skill.
- Plans for instruction based on formative and summative assessment data, prior knowledge, and learner interest.

Performance Rating—Standard 7
Accomplished  Proficient  Emerging  Insufficient

Areas of Strength and Growth Needed:

Learner Development and Learning Differences (In I ASC Standards 1 & 2)
The teacher candidate understands how learners grow and develop, recognizing individual differences and diverse cultures and communities, and designs and implements developmentally appropriate and challenging learning experiences to ensure inclusive learning environments that enable all learners to meet high standards.

- Creates developmentally appropriate instruction that enables each learner to advance.
- Designs, adapts, and delivers instruction to address diverse learning strengths and needs (differentiation).
- Makes appropriate and timely provisions for individual students with particular learning differences or needs.
- Designs instruction to build upon learners’ prior knowledge.
- Brings multiple perspectives to the discussion of content.
- Incorporates tools of language development into planning and instruction, including making content accessible to ELLs and those developing English proficiency.

Performance Rating—Standards 1 & 2
Accomplished  Proficient  Emerging  Insufficient
Learning Environment (In ASC Standards 3)
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning and self-motivation.

- [ ] Builds a safe, positive learning climate of openness, cultural respect, support, and inquiry.
- [ ] Engages learners in collaborative and self-directed learning.
- [ ] Develops shared values and expectations for respectful interactions and individual and group responsibility for quality work.
- [ ] Organizes, allocates, and coordinates resources of time, space, and learners’ attention.
- [ ] Promotes responsible use of interactive technologies.

Performance Rating—Standard 3

<table>
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<th>Insufficient</th>
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Areas of Strength and Growth Needed:

Content Knowledge and Application (In ASC Standards 4 & 5)
The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; creates learning experiences that make the discipline accessible and meaningful for learners, and connects concepts to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

- [ ] Uses multiple representations and explanations of content.
- [ ] Builds accurate and conceptual understanding of content.
- [ ] Evaluates and modifies instructional resources.
- [ ] Uses supplementary resources and technologies.
- [ ] Creates opportunities for students to master academic language in their content.
- [ ] Promotes inquiry and problem-solving by connecting key concepts from several disciplines to examine real-world problems.
- [ ] Facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.
- [ ] Draws upon materials to engage learners in a study of diverse social and cultural perspectives.

Performance Rating—Standards 4 & 5

<table>
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<tr>
<th>Accomplished</th>
<th>Proficient</th>
<th>Emergent</th>
<th>Insufficient</th>
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</table>
Instructi.onal Strategies and Assessment (In IASC Standards 6 & 8)
The teacher candidate utilizes a variety of instructional strategies and assessments to encourage learners to
develop a deep understanding of content areas and their connections, and to involve learners in self-assessment.
In order to monitor learner progress and guide teacher and learner decision making.

- Uses appropriate strategies and resources to adapt instruction to the needs of individuals.
- Monitors student learning and adjusts instruction in response to learning needs.
- Provides relevant learning experiences and models higher-order thinking skills.
- Varies role in the instructional process (e.g., instructor, facilitator, coach, audience).
- Provides a variety of models and representations that provide learners multiple opportunities
to demonstrate learning.
- Utilizes higher-order questioning skills.
- Uses a variety of instructional strategies to support communication through speaking,
  listening, reading, and writing.
- Integrates multiple methods for students to self-assess and critique work, allowing
  opportunities to evaluate their own progress.

Performance Rating—Standards 6 & 8

- Accomplished
- Proficient
- Emergent
- Insufficient

Areas of Strength and Growth Needed:

International Society for Technology in Education’s National Educational Technology
Standards for Teachers (These standards are not counted in the overall score, but are included for teacher
candidate information and self-reflection.)

The teacher candidate:

- **engages students in exploring real-world issues and solving authentic problems using digital tools and resources.** NETS-T1b
- **designs or adapts relevant learning experiences that incorporate digital tools and resources to promote**
**student learning and creativity.** NETS-T2a
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. NETS-T 3c

- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support teaching and learning. NETS-T 5d

- Use technology to differentiate instruction to meet the needs of all students. NETS-T 6b & 6c

- Advocate, model, and teach the safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. NETS-T 6a

- Promote and model digital citizenship and responsible social interactions related to the use of technology and information. NETS-T 6c

### Additional Comments

#### Mid-Term Teacher Candidate Signature and Date

#### Mid-Term Classroom Mentor Teacher Signature and Date

#### Mid-Term University Mentor Signature and Date

#### Final Teacher Candidate Signature and Date

#### Final Classroom Mentor Signature and Date
Pop-in Observation Feedback

Teacher: ___________________________  Observer: ___________________________
Class: ____________________________  Date: ______________

- Expectations are clearly posted.
- Well-planned and structured lesson
- Evidence of student engagement
- Evidence of classroom management
- Critical thinking/DOK questioning
  - Check for understanding
  - Use of technology
  - Use of literacy strategies

Knocking this outta the park:

In order to hit even more homers:

Pop-in Observation Descriptors

Expectations are clearly posted:
- Objectives are clearly posted and are in student-friendly language.
- Essential questions are posted.
- Current day’s assignment and expectations are posted.
- Evidence of use of learning targets and student self-assessment.

Well-planned and structured lesson:
- Evidence of lesson planning.
- Lesson has clear beginning, middle, and end.
- Evidence of differentiation.
- Instruction is developmentally appropriate.
- Content is accurate and appropriate.
- Instructional time is used effectively and efficiently.
- Instruction and activities are accessible and challenging (relevance and rigor).

Evidence of student engagement:
- Students are attentive and on task.
- Students are actively engaged in creating their own learning.

Evidence of classroom management:
- Classroom environment is safe and conducive to learning.
- Classroom rules and expectations are clearly posted and communicated.
- Cooperation is solicited and intentionally planned groups are evident.
- Productivity is valued.
- Teacher responds appropriately to disruptions.

Critical thinking/DOK questioning:
- Teacher uses higher-level thinking questions to encourage students to go beyond level 1 (knowing understanding, applying) of Bloom’s Taxonomy.
- Few DOK level 1 questions are used; level 3 and 4 questions are used.
- Questions and activities prompt higher level thinking (Bloom’s analysis, evaluation, synthesis).
- Use of Socratic questioning and seminar.

Check for understanding:
- Teacher uses multiple assessment strategies.
- Evidence of student self-assessment.
- Teacher provides positive, specific, and responsive feedback.
- Teacher modifies and adjusts instruction based on real-time assessment data.

Use of technology:
- Teacher uses a variety of technology resources to support instruction.
- Students are encouraged to use technology to access material and enhance learning.

Use of literacy strategies:
- Evidence of application of Equity literacy teaching practices.
- Evidence of use of literacy strategies(e.g., Think alouds, annotating, structured note-taking, vocabulary, close reading, reciprocal teaching, graphic organizers, QAR, DRTA, concept maps, anticipation guides, etc.)
Professional Standards – InTASC and Technology

The UA South has a responsibility to the educational community to ensure that individuals, who will be 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) has as its 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. More information on the InTASC Standards can be found at:

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.

**Educational Technology Standards**

**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.
Example of a Preparedness to Teach Form

A Preparedness to Teach Form is completed by a member of the teacher candidate support team for a teacher candidate during the final year of professional coursework to document a concern or concerns(s) that could affect successful progress in the program. Using the form in communication with the teacher candidate and possibly other involved members of the teacher candidate's support team leads to an action plan that identifies strategies, processes, and timelines for improvement.

Completion of a Preparedness to Teach Form is the process to express concern for students, document decisions and improvement, and to keep the Program Director informed. For this phase of the UA South teacher education program, a Preparedness to Teach form is required for every teacher candidate. Please complete a separate form for each teacher candidate in your class(es) or under your mentorship by mid-term week during the semester.

In addition to a concern about academic progress, please submit a Preparedness to Teach Form for dispositional, ethical, professional, learning, responsiveness, and content knowledge issues as listed in the Preparedness to Teach Form.

In the questions below you will have to opportunity to indicate that the teacher candidate has "no deficiencies" or select an area or areas of concern. If there are no deficiencies, check the "no deficiencies" box, exit the form, and enter the link again to complete the form for another teacher candidate, if applicable. If there is concern, the form enables you to describe the concern(s), determine an Action Plan, and document improvement and growth. Upon completion of the form, exit it, and enter the link again to complete another teacher candidate form, if applicable.

Once you have completed all required forms, please email Alison Barrett,
Teacher Education Coordinator at: arbarret@email.arizona.edu to notify her that the form has been submitted. Also contact Alison Barrett if you have any questions or difficulties with the process or the form.

Teacher Candidate’s Name

Your role of engagement with the teacher candidate

☐ UA South Course Instructor; list course(s) of concern

☐ UA South Staff
☐ UA South University Mentor
☐ Classroom Mentor Teacher
☐ School Administrator
☐ Other (Explain)

Name of Person Completing Form

Your Email Address

Today’s Date
Teacher Candidate’s Program

Elementary Education
M.Ed. in Secondary Education

Teacher Candidate's Status: Please indicate below if the student has "no deficiencies" or "has deficiencies" in the following areas:

- No Deficiencies (If this box is checked, do not answer additional questions. Scroll to the end of the form to submit.)
- Communication skills (including use of English conventions in speaking, writing, spelling, and grammar)
- Instructional content knowledge
- Self reflection
- Instructional practice and teaching strategies
- Professional behavior
- Ethical behavior
- Caring demeanor
- Acceptance of personal responsibility
- Response to coaching, mentoring, and feedback
- Professional appearance
- Interpersonal skills, including appropriate communication (students, teachers, parents, school staff)
- Adaptability to host school's culture
- Belief that all students can learn
- Attitude toward students, including respect
- Attitude toward others besides students
☐ Follow through, including timely submission of documents, including lesson plans
☐ Dependability, including being on time and communicating schedule changes in a timely way
☐ Openness to learning and growing
☐ Technology
☐ Understanding of and adherence to UA South or UA requirements and policies
☐ Academic issues, including not turning in assignments or non-attendance (Please describe)

☐ Other (Please describe)

Do you have any reservations about this teacher candidate's progress in the teacher education program?

☐ Yes
☐ No

Do you have any reservations about this teacher candidate's success as a classroom teacher?

☐ Yes
☐ No

Describe the teacher candidate's strengths.
Describe the issue(s) or concern(s) in some detail, including specific examples and/or events.

Action Plan

Describe the steps and strategies you have taken to address this concern with the teacher candidate.
Describe what the teacher candidate needs to do to be successful.

Describe an anticipated timeframe for improvement and growth.
Anticipated date to review the Action Plan.

At this time do you request a meeting with the teacher candidate and the Program Director?

- Yes. Explain.
  
- No. Explain.

Comments or questions.
Program Services
# UA South M.Ed. Program Services and Contact Information

| **M.Ed. Program Director, Teaching, and Academic Advising** | Dr. Etta Kralovec  
Program Director, Secondary Education  
Associate Professor  
Distinguished Outreach Professor, University of Arizona, 2015  
Kralovec@email.arizona.edu  
520-458-8278, ext. 2108 |
| --- | --- |
| **Teaching and Academic Advising** | Dr. Rick Orozco  
Assistant Professor, Teacher Education  
raorozco@email.arizona.edu  
520-626-2074 |
| **Teaching** | Dr. Curtis Acosta  
Assistant Professor, Teacher Education  
acostac@email.arizona.edu  
520-617-7500 |
| **Alternative Path Eligibility, Admission, Placement** | Javier Lopez  
Outreach Coordinator  
Transition to Teaching  
javoc@email.arizona.edu  
520-458-8278, ext. 2117 |
| **State Testing Requirements and Teacher Certification, including Intern Certificates** | Alison Barrett  
Teacher Education Coordinator  
arbarret@email.arizona.edu  
520-458-8278, ext. 2136 |
| **Alternative Path Administration and Supportive Services** | Ali Van Gorp  
Grant Manager  
avangorp@email.arizona.edu  
520-458-8278, ext. 2119 |
| School Placement – Cochise County | Sharon Thomas  
Clinical Practice Coordinator  
**sharontthomas@email.arizona.edu**  
520-458-8278, ext. 2162 |
|-----------------------------|---------------------------------------------------------------|
| School Placement – Pima/Santa Cruz County | Maria Orozco  
Clinical Practice Coordinator  
**morozco1@email.arizona.edu**  
520-626-2001 |
| Alternative Path Mentoring and Student Support – Cochise County | Eric Meyer  
University Coach (Alternative Path)  
**ericmeyer@email.arizona.edu**  
520-458-8278, ext. 2184 |
| Alternative Path Mentoring and Student Support – Pima County | Patricia Acosta  
University Coach (Alternative Path)  
**66pacosta@email.arizona.edu**  
520-626-2422 |
| Fast Track Mentoring and Student Support | Louis Gomez  
University Mentor (Fast Track)  
**lcgomez@email.arizona.edu**  
520-626-2001 |
| Mentoring and Student Support | Paul Herder  
University Mentor  
**pherder@email.arizona.edu**  
520.626.2001 (Pima)  
520-458-8278 x 2162 (Cochise) |
| Mentoring and Student Support | Dawn Kahn  
University Mentor  
**dwnalaneclark@email.arizona.edu**  
520.626.2001 (Pima)  
520-458-8278 x 2162 (Cochise) |
<table>
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<tr>
<th>Service</th>
<th>Contact Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Admission, Enrollment, Course Scheduling, Graduation Requirements</td>
<td>Jesse Kelly</td>
<td>Administrative Associate Graduate Department Coordinator</td>
<td><a href="mailto:jhkelly@email.arizona.edu">jhkelly@email.arizona.edu</a></td>
<td>520-458-8278, ext. 2118</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Michelle Menninger</td>
<td>Student Services Coordinator</td>
<td><a href="mailto:mmuas@email.arizona.edu">mmuas@email.arizona.edu</a></td>
<td>520-458-8278, ext. 2212</td>
</tr>
<tr>
<td>Veterans Services</td>
<td>Clara Gonzalez, M.Ed.</td>
<td>Military &amp; Veterans Services Coordinator</td>
<td><a href="mailto:clarg@email.arizona.edu">clarg@email.arizona.edu</a></td>
<td>520-458-8278, ext. 2167</td>
</tr>
</tbody>
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Financial Aid Information

This is an overview of important financial aid information. For detailed descriptions of available financial aid, go to “Understanding Your Award Conditions” at http://financialaid.edu/awardcond.html

Financial aid starts with FAFSA

The Free Application for Federal Student Aid (FAFSA) must be filed each year to be considered for financial aid and many scholarships. It is best to file before March 1st (our priority deadline, but it is never too late.

To file a FAFSA follow these steps:

1. Register your PIN or request a duplicate at http://pin.ed.gov/. Skip this step if you know your FAFSA PIN. A parent PIN is required for dependent students
2. File your FAFSA at http://www.fafsa.ed.gov/ UA School Code is 001083
3. Print a copy of your confirmation page for your records

Types of Financial Aid

- Grants
- Scholarships
- Federal Work Study
- Federal Perkins Loan
- Federal Stafford Subsidized Loan
- Federal Stafford Unsubsidized Loan
- Federal Plus Loan
- Private Educational Loan

Scholarships

We encourage all students to actively search for scholarships. To help you do this, visit our website at: https://scholarshipuniverse.arizona.edu/suha . UA will search for, find and vet thousands of scholarships. UA Students get matched to these opportunities along with all of our UA scholarship opportunities available in the system throughout the year. Users received over 2.2 million dollars in 2013-2014 from Non-UA opportunities that were available in Scholarship Universe.

Visit the University of Arizona Office of Scholarships & Financial Aid for resources and FAQs: https://financialaid.arizona.edu/graduate-students
Teach Grant - https://teach-ats.ed.gov/ats/index.action

The U.S. Department of Education's Teacher Education Assistance for College and Higher Education Grant (TEACH Grant) Program provides funds to students who are completing or who plan to complete coursework that is required to begin a career in teaching, and who agree to teach full-time for at least four years.

Loan Forgiveness Programs for Teachers

There are numerous federal programs that offer loan forgiveness opportunities for teachers, especially in Title I schools and in high-need subject areas. Details on these programs can be found on the D2L M.Ed site that you will have access to once you enrolled.

Contact UA South directly for assistance with Financial Aid:

Michelle Menninger
Student Services Coordinator
mnuas@email.arizona.edu
520-458-8278 Ext. 2212
Important Information and Resources
Certification Information
Process to Obtain an Institutional Recommendation (IR)

To be certified to teach in Arizona, you need a bachelor’s or master’s degree, completion of a teacher preparation program (your UA South degree program), passing scores on the Arizona Educator NES or AEPA subject knowledge exam in your teaching area and the NES secondary education professional knowledge exam, IVP fingerprint clearance card, and processing fees. The requirements for certification in Arizona are explained in detail on the Arizona Department of Education (ADE) website at: http://www.azed.gov/educator-certification/certificate-requirement/teaching-certificate/

There are two steps to obtaining your Arizona certification once you have completed your teacher preparation program at UA South:

1) Obtain an Institutional Recommendation (IR) from UA South through Teacher Education Coordinator, Alison Barrett (520) 458-8278 ext. 2136 (office is located at UA Sierra Vista).
2) Submit the IR and the other application materials for your Arizona teaching certificate to ADE (either in person or by U.S. Postal Service). ADE office contact information can be found at: http://www.azed.gov/educator-certification/contact-certification/.

To obtain your IR:

Complete an online “UA South IR Request Form” from Alison Barrett at least one month prior to graduation. You will receive a link to the form approximately six weeks prior to graduation.

To submit your IR:

You will be notified when the UA South portion of the IR has been completed; you may pick it up in person from Alison Barrett at UA Sierra Vista or receive it via the U.S. Postal Service. The form cannot be emailed.

Complete the graduate side of the form in lieu of completing the certification application on the ADE website. The IR saves you half the cost of submitting the application for certification.

Bring or mail the IR to the Arizona Department of Education, along with the following:

1. Photocopy of your valid State of Arizona IVP fingerprint card
2. Photocopies of passing scores on required NES professional knowledge and NES subject knowledge exams
3. Required fee (check or money order only—no cash or credit cards accepted)
   - Your required fee is: $60.00.
   - The fee is comprised of $30.00 for certification type (elementary or secondary) and $30.00 for full SEI K-12 endorsement.
**IR Tips to keep in mind:**

The IR can only be issued for provisional certification in **one approved subject area and full SEI endorsement**; all other approved areas and endorsements for which you may qualify will be processed separately, take four to six weeks, and have additional costs.

The IR can only be issued for an area in which you have student taught and for which UA South has an approved program.

ADE requires graduates of Arizona-approved teacher preparation programs meet all certification requirements prior to graduation, including taking the required state exams and meeting the Arizona/U.S. Constitution requirement. Since the Constitution requirement is not an M.Ed. program requirement, UA South does not offer a course. There are two ways to satisfy the requirement:

- Take and pass the Arizona/U.S. Constitution course at a college or university that offers it and have the official transcript sent to Alison Barrett, Teacher Education Coordinator.
- Pass the AEPA Arizona/U.S. Constitution exam and submit the test result to Alison Barrett.

Take the required tests before you graduate so your certification will not be delayed.

When you register for the tests, have your scores sent to UA South and to the Arizona Department of Education. Then print, keep, and bring/mail to ADE as a backup. Print your official test scores and/or save as a file as soon as possible after you receive an email granting access to them; after 45 days, the testing company will charge an additional access fee of $45.00.

If you are on a teaching intern certificate, submit your IR information sheet to Alison Barrett prior to the date your final intern certificate expires.

Be proactive in preparing for graduation and certification so you will be ready for opportunities that come your way.

**OBTAIN YOUR TEACHING CERTIFICATE AS SOON AS POSSIBLE FOLLOWING GRADUATION.** UA South can only issue an IR for one year after you graduate. In addition, ADE changes its requirements for certification on a regular basis; if you have your certificate you will typically be grandfathered in regarding changes. If you do not have your certification, you will have to comply with new requirements which can delay the certification process.

If you plan to move to another state, **OBTAIN YOUR ARIZONA CERTIFICATION.** It is easier to convert one state certification to another than it is to meet another state’s requirements if you have not been certified. For more information on different states’ certification requirements, go to: [Certification Map](#)

Contact Alison Barrett if you have any questions at arbarret@email.arizona.edu or 520-458-8278, ext. 2136.
Frequently Asked Questions and Information

Where do I go to get information about Arizona jobs and certification?

Bookmark and visit the Arizona Department of Education website frequently for the latest information. Keep in mind that only some school districts post open jobs on the website:

http://www.azed.gov/educator-certification/

For more current job openings, go to the school district website for each district in which you want to work. The vast majority of district websites keep a current listing of job openings, as well as information on application processes.

What is the NES Exam?

There are two exams required by the Arizona Department of Education for Arizona certification:

• Secondary Professional Knowledge
• Secondary Subject Knowledge (middle grade only exams do not meet certification requirements)

The Secondary Professional Knowledge exam, and most subject knowledge exams, are taken online at testing centers through the company, NES (National Evaluation Series). Several subject knowledge exams are taken online at testing centers through AEPA (Arizona Educator Proficiency Assessments).

In order to be eligible for Arizona Department of Education teacher certification, all M.Ed. program graduates must pass the exams required for certification. You will receive more detailed information about the exams during your final semester.

To access a list of the current exams and to register, visit the link to the Arizona Department of Education website below:

http://www.azed.gov/highly-qualified-professionals/aepa-to-nes-transition/

Educational Organizations

Educators frequently join organizations to support common goals. There are professional organizations that focus on broad educational and social issues, such as the National Education Association (NEA), Phi Delta Kappa, Gamma Beta Phi, and others that associate around specific curriculum interests. These associations are worth joining and usually have special membership rates to attract students. They have publications, insurance, national meetings, state affiliates, and other services to enhance members’ professional development.
Sample TEDV 593A Internship I Agreement Form

TEDV 593A Internship I Agreement Form

Completed by Teacher Candidate

Name_________________________________________ School____________________________________

Grade Level_________ School District:__________________________________________________________

Email__________________________________________________________

Day of Week Selected_____________ Beginning Date__________________________

By signing as a teacher candidate at the bottom of this form, I acknowledge the following:
I accept responsibility for all information/procedures as listed in the current M.Ed. Fast Track Handbook.

Completed by Classroom Mentor Teacher

Name:________________________________________________________

Work Phone#:_____________________________________________

School Address:_______________________________________________

City:_________________________ State:_________________________ Zip:________________________

Work email (required):________________________________________

Alternate email (optional):______________________________________

For Classroom Mentor Teacher: By signing below, I acknowledge that I am currently certified by the state of Arizona to teach in the public school system.

Teacher Candidate_________________________ Date________________________

Classroom Mentor Teacher_________________________ Date________________________

School Principal_________________________ Date________________________

Completed form must be on file with the Clinical Practice Coordinator
Sample TEDV 593B Internship II Agreement Form

TEDV 593B Student Teaching Agreement Form

Completed by Student Teacher

Name: ___________________________ School: ____________________________
Grade Level: ______________ School District: ____________________________
Email: ___________________________________________________________
Beginning Date: ____________________________

By signing as a teacher candidate at the bottom of this form, I acknowledge the following:
I accept responsibility for all information/procedures as listed in the current M.Ed. Handbook.

Completed by Classroom Mentor Teacher

Name: ____________________________
Work Phone#: ____________________________
School Address: _______________________________________________________
City: ____________________________ State: ____________________________ Zip: ____________________________
Work Email (required): _______________________________________________________
Alternate Email (optional): _______________________________________________________

For Classroom Mentor Teacher: By signing below, I acknowledge that I am currently certified by the state of Arizona to teach in the public school system.

Teacher Candidate ____________________________ Date ____________________________
Classroom Mentor Teacher ____________________________ Date ____________________________
School Principal ____________________________ Date ____________________________

Completed form must be on file with the Clinical Practice Coordinator
Use of UA Media Release Forms

Photographs of the classroom and students engaged in learning bring your student teaching experience to life. In using student photographs, there are UA and school district student privacy policies that must be followed.

Every year, parents in public schools complete a student information release form that states whether or not their children can be photographed. It is imperative to know which students in the classroom cannot be photographed and that you do not take photos of them alone or in a group. The student information release forms are not sufficient for UA South purposes. Any photo of a student or school staff member that you post or show in public in which the individual can be recognized must have a signed UA Multimedia Release form kept on file for the duration of the time the photo is accessible to the public. If you have photos of students, the release forms must be signed by their parents or legal guardians. The release form is a UA requirement. You can be creative about photos; the photos below show options to cover faces, use an emoji, or angle a camera so students cannot be identified.

It is strongly recommended that you do not post any student photos on social media sites, even if you have a media release form on file. Keep photos for professional portfolio purposes only. The next pages have copies, in English and Spanish, of the official UA Media Release Form.
Multi-Media Consent and Release Form

multi-media consent and release form for individuals

I, the undersigned, hereby grant The Arizona Board of Regents on behalf of The University of Arizona (the “University”) the right to videotape, film, audio record and/or photograph me and my performance in the Recordings identified below. I hereby grant the University, and its sublicensees, the exclusive, royalty-free rights to copyright, edit, publish, broadcast and otherwise use or disseminate all or any part the Recordings and my voice, image and likeness contained therein, for educational, research, commercial or promotional purposes, without condition or restriction, in whole or in part, in any medium or content whatsoever, including but not limited to, University websites, print, radio, television or any other electronic or digital forms of media throughout the universe. I also agree that there will be no residual or any other type of payment, royalty or fee due in connection with the rights granted herein. I agree to release the University from any and all claims for compensation, libel, false light, invasion of privacy, moral rights and rights of publicity.

Name (please print)

Identification of Video, Audio, Film and/or Photograph (the “Recordings”) Date

Signature

Signature of guardian if under 18 years of age
formulario de autorización individual de uso de material multimedia

Por medio de la presente, yo, el que suscribe, concierto al Arizona Board of Regents (Consejo de Regentes de Arizona) a nombre de la University of Arizona (Universidad de Arizona, de ahora en adelante la “Universidad”) el derecho de filmarme, hacer grabaciones de video, de audio y/o fotografiarme a mí y a mi rendimiento en las Grabaciones mencionadas anteriormente. Por este medio le concedo a la Universidad y a sus sublicenciatarios los derechos exclusivos y libres de regalías de registrar los derechos, editar, publicar, difundir y usar o diseminar todas o cualquier parte de las Grabaciones y mi voz, retrato e imagen contenidas dentro de ellas, con propósitos educativos, de investigación, comerciales o promocionales, sin condición ni restricción, enteras o por partes, a través de cualquier medio o contenido, incluyendo pero sin limitarse a, los sitios de internet, impresos, radio, televisión o cualquier otra forma de medios digitales o electrónicos en el universo pertenecientes a la Universidad. También acepto que no se me deberá ningún pago, regalía ni cuota residual, ni de ningún otro tipo, en relación con los derechos conferidos en la presente. Acepto liberar a la Universidad de todo reclamo por indemnización, libelo, mal uso de la imagen, violación de la privacidad, derechos morales y derechos de publicidad.

Identificación del Video, Audio, Filmación y/o Fotografía (las “Grabaciones”) Fecha

Nombre (favor de escribir en letra de molde)

Firma Fecha

Firma del tutor si es menor de 18 años de edad
Virtual World & Personal Behavior Notice

NEVER post or send pictures of students that can make their way to the internet. The exception to this rule is if you are working on a project and are directed to do so by your mentor teacher or principal and have gotten this direction in writing which includes assurance that parent permission has been granted for this purpose AND your supervisor is aware of the project and your clearance.

Litmus Test for Personal Behavior/Action: Would my behavior be accepted professionally if it was displayed in the print or viral media? If the answer is yes, then it is probably okay. In other words, imagine the behavior is VERY public, and then decide the appropriateness.

A Few More Reminders...

NEVER make disparaging comments.

NEVER personally meet with a student after school

NEVER meet with a student alone.

Dress professionally. Cover body parts well above the knees, below the neckline and around the waist.

Handbook Updated ST 1/13/2017