Teacher Education Division

Master’s in Education
Secondary Education Program Handbook
Spring 2017

Alternative Pathway
Welcome

The University of Arizona South’s (UAS) M.Ed. in Secondary Education Program – Alternative Path-- is committed to providing you with a powerful, professional internship experience, allowing you to teach full time as you earn your teaching certificate and your M.Ed. degree. During your first year in the program, you will have a University coach assigned to you to provide guidance and direction in the classroom. Throughout your tenure, you will have access to faculty, staff, and experienced, knowledgeable teachers creating a supportive learning community. You will form close bonds with your fellow learners, who will continue to be part of your teacher network for years to come.

Winner of the 2015 University of Arizona Peter Likins Award for Inclusive Excellence, the program provides you with a cutting-edge teacher preparation program designed specifically for practicing teachers in schools on the Arizona/Sonora border.

Dr. Etta Kralovec  
Program Director 
Associate Professor, Teacher Education 
UA Distinguished Outreach Professor 
University of Arizona South

Facebook: UA South M.Ed. Alums and students
Table of Contents

Welcome ................................................................................................................................................. 2
PROGRAM OVERVIEW ............................................................................................................................ 4
  Our Vision ............................................................................................................................................... 5
  Our Mission ........................................................................................................................................... 5
  Our Guiding Principles ......................................................................................................................... 5
  Our Commitment to our Students ........................................................................................................ 7
  Important Information ............................................................................................................................ 7
Alternative Path Academic Program Highlights .................................................................................... 8
INTERN OBSERVATION AND EVALUATION RESOURCES .............................................................. 13
  Observation and Evaluation Cycle ........................................................................................................ 14
  M.Ed. Observation Rubric ....................................................................................................................... 15
  Pop-in Observation ................................................................................................................................. 16
    Pop-in Observation Descriptors ............................................................................................................. 17
  M.Ed. Evaluation Form ............................................................................................................................ 18
TEACHING INTERN CERTIFICATE ....................................................................................................... 23
  Teaching and Learning on an Arizona Teaching Intern Certificate ..................................................... 24
  Intern Certificate Frequently Asked Questions ................................................................................... 28
  Professional Standards – InTASC ........................................................................................................... 31
PROGRAM SERVICES ............................................................................................................................. 33
  Financial Aid for Graduate Students .................................................................................................... 34
  Scholarships and Other Financial Aid .................................................................................................. 35
  UAS M.Ed. Program Contact Information ............................................................................................ 37
PROGRAM OVERVIEW
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 UAS 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.

Important Information

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 an advisor in student services.

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.
Alternative Path Academic Program Highlights

The M.Ed. in Secondary Education is a 38-unit masters program that, as a student on the alternative path, you will complete over a two year period to account for your full-time teaching position. You will take online courses during both summers of your two-year enrollment. The program highlights include:

Teacher Education Seminars

The centerpiece of the Alternative Path to certification is the mandatory monthly seminar that will bring you together with other students, expert teachers and faculty. The Teacher Education Seminar (TES) provides an opportunity for you to participate in a professional learning community and to build your teaching skills in collaboration. Coursework during the school year is embedded into the work of the Teacher Education Seminars (TES). In your second year you will take on a leadership role in these seminars, guiding first-year teacher learning.

The Cohort Experience

The potential collegiality, which the cohort experience is designed to foster, constitutes the beginning of the professional network which all teachers (especially new teachers) need to take with them as they enter their classrooms. The TES is the structure that allows you to build these networks. During the seminars, you will be encouraged to share ideas, knowledge, and experiences – particularly those that take place in your classroom. You will have the opportunity to plan collaboratively, as well as to plan for teaching in an interdisciplinary fashion. Perhaps most importantly, you will find strong support within the cohort during the difficult task of balancing school, family, and teaching responsibilities.

Capstone / Action Research Project

All students in the M.Ed. program complete action research projects, carried out in classrooms. Research for this project is supported during your second year enrollment in TEDV 536 and TEDV 502. The capstone project provides an opportunity for you to develop the stance of inquiry as a classroom teacher. Guidelines for this project are available on the M.Ed. D2L site and in associated coursework.

Coaching and close collaboration with schools

During your first year of teaching, you will have monthly visits from a UAS coach who supports you through observations and analysis of your teaching. The coach provides further support during the TES with help on lesson planning and classroom management.
Support with school placement

The following are the steps that you will follow to get support with finding and securing a teaching position:

1. Meet with the recruiter, who will discuss the program application processes, possible teaching positions, and financial aid information. In addition, the recruiter will go over the intern process, testing and state requirements.
2. Once you have been admitted, the recruiter will discuss schools where there are openings in your field.
3. It is your responsibility to contact the schools and apply for jobs. If the school is unfamiliar with the intern certificate program at UA South, ask them to contact Alison Barrett, at 520-458-8278 Ext: 2136 or arbarrett@email.arizona.edu
4. Prior to getting an intern certificate you must pass the secondary NES subject knowledge exam in the academic area in which you will teach and seek certification or hold a masters degree in your academic subject area.
5. Once you have secured a teaching position, you will work closely during your first year with your Coach. During the Teacher Education Seminars, your coursework will be linked closely with your teaching position.

Your University Coach

As a first year student in the program, you will be assigned a UAS Coach who will remain available to you throughout your first year of teaching. The Coach will ensure that you are placed in a partner school through the program and that you have access to ongoing support when you need it. The Coach will also work closely with your school district mentor, assessing your individual needs and facilitating methods to incorporate your district’s unique institutional requirements.

- You can expect three classroom observations in your first semester, and two in your second. In addition, you will be videotaped by the Coach at the beginning and end of your first school year. This activity will be tied to a self-reflection and self-assessment process.
- Observation Forms will be completed for each classroom visit and an ongoing evaluation of your growth towards competence in of the State of Arizona InTASC Standards will be assessed. You can expect to receive ongoing feedback and direction toward the standards from your Coach in your first year in the classroom. (See forms in later pages of the handbook.)

Ultimately, the goal of the Coach is to offer you another layer of support, helping you to achieve success and confidence in your own unique classroom environment. The UAS Coach contributions are an important part of the professional teaching and learning environment fostered by the UAS M.Ed. program.
M.Ed. in Secondary Education Alternative Path Course Rotation  
(Students on Teaching Intern Certificates)

Prior to getting an intern certificate students must pass the NES secondary subject knowledge exam in their teaching area or hold a master’s degree in their subject area. Students on an intern certificate have one year to meet the Arizona Department of Education Sheltered English Immersion (SEI) requirement.

<table>
<thead>
<tr>
<th>Summer Session 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDV 520 Classroom Management for the Practicing Teacher (3 credits)</td>
<td></td>
</tr>
<tr>
<td>LCEV 508: Methods of Teaching ELL Students (meets the state SEI requirement) (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall: These classes are part of the monthly Teacher Education Seminars (TES)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDV 593A: Secondary School Internship (3 credits)</td>
<td></td>
</tr>
<tr>
<td>LCEV 504 Multicultural Education (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring: These classes are part of the monthly Teacher Education Seminars (TES)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDV 593B Secondary School Internship (3 credits)</td>
<td></td>
</tr>
<tr>
<td>TEDV 530 Methods and Models of Instruction for Practicing Teachers (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session 1: This course is online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ETCV 511: Computer Applications in the Classroom (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session 2: These courses are online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDV 521: Teaching the Exceptional Child (3 credits)</td>
<td></td>
</tr>
<tr>
<td>TEDV 527: Adolescent Development (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Fall: These classes are part of the monthly Teacher Education Seminars (TES)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDV 535A Participant Research Methodologies for the Practicing Teacher (3 credits)</td>
<td></td>
</tr>
<tr>
<td>TEDV 593B Secondary School Internship (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Spring: These classes are part of the monthly Teacher Education Seminars (TES)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDV 593B: Secondary School Internship (2 credits)</td>
<td></td>
</tr>
<tr>
<td>TEDV 502: Research in Teaching and Schooling (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Note: ADE required courses subject to change without notice.
UA South M.Ed. Program Teacher Education Seminars (TES)

2016-2017 Schedule

Cochise College,
901 Colombo Ave, Sierra Vista

Updated: 10/3/2016

Fall Classes connected to TES: First year students:  Fall, LCEV 504, TEDV 593a/Spring TEDV 530, TEDV 593b.
Second year students:  Attend TES in Sierra Vista for Fall TEDV 535; TEDV 593b.

Saturday, July 16, 2016 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, July 27, 2016 (5 pm – 6 pm) – UAS PMR

Saturday, August 27, 2016 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, September 7, 2016 (5 pm – 6 pm) – UAS PMR

Saturday, September 17, 2016 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, September 28, 2016 (5 pm – 6 pm) – UAS PMR

Saturday, October 22, 2016 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, November 2, 2016 (5 pm – 6 pm) – UAS PMR

Saturday, November 5, 2016 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, December 7, 2016 (5 pm – 6 pm) – UAS PMR

Saturday, January 21, 2017 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, February 1, 2017 (5 pm – 6 pm) – UAS PMR

LLB - Saturday, February 18, 2017 (9 am – 3:30 pm) – The Bisbee Royale, Bisbee
Follow-up: Wednesday, March 1, 2017 (5 pm – 6 pm) – UAS PMR

Saturday, March 18, 2017 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, March 29, 2017 (5 pm – 6 pm) – UAS PMR

Saturday, April 22, 2017 (9 am – 3:30 pm) – Cochise College Community Room
Follow-up: Wednesday, May 3, 2017 (5 pm – 6 pm) – UAS PMR
UA South M.Ed. Program Teacher Education Seminars (TES)  
2017-2018 Schedule  
PIMA College Downtown, Room AH240  
1255 North Stone Ave., Tucson, AZ

Saturday, JULY DATE TBD (9 am – 3:30 pm)

Saturday, August 26, 2017 (9 am – 3:30 pm)
Follow-up: Wednesday, August 30, 2017 (5 pm – 6 pm)

Saturday, September 9, 2017 (9 am – 3:30 pm)
Follow-up: Wednesday, September 20, 2017 (5 pm – 6 pm)

Saturday, October 7, 2017 (9 am – 3:30 pm)
Follow-up: Wednesday, October 18, 2017 (5 pm – 6 pm)

Saturday, November 18, 2017 (9 am – 3:30 pm)
Follow-up: Wednesday, November 22, 2017 (5 pm – 6 pm)

Saturday, January 13, 2018 (9 am – 3:30 pm)
Follow-up: Wednesday, January 24, 2018 (5 pm – 6 pm)

LLB - Saturday, February 17, 2018 (9 am – 3:30 pm) – The Bisbee Royale, Bisbee

Follow-up: Wednesday, February 28, 2018 (5 pm – 6 pm)

Saturday, March 3, 2018(9 am – 3:30 pm)
Follow-up: Wednesday, April 4, 2018 (5 pm – 6 pm)

Saturday, April 7, 2018 (9 am – 3:30 pm)
Follow-up: Wednesday, April 18, 2018 (5 pm – 6 pm)
INTERN OBSERVATION AND EVALUATION RESOURCES
Observation and Evaluation Cycle

**University of Arizona South**
Teacher Candidate Evaluation Cycle:
Secondary Education Year 2/Semester 2

- **Beginning of year conference with TC and CMT**
  - Introductory meeting should occur within first 2 weeks of UA semester.

- **Pre-conference Observation 1**
  - Prior to the first observation, the TC submits his/her lesson plan to UM for review and discussion. The pre-conference may be in-person or electronically.

- **Formal Observation 1**
  - Date for Observation 1 should be determined by TC, CMT/site mentor, and UM, and should be completed by the 5th week of class.

- **Post-conference Observation 1/Pre-conference Observation 2**
  - Post conference should be completed as soon as possible after Observation for immediate feedback. This conference can also be used to prepare for the second Observation, or that pre-conference can be scheduled for another time.

- **Formal Observation 2**
  - Observation 2 date TBD by all and should be completed by the 7th week of class.

- **Post-conference/complete Evaluation scoring (mid-term/final)**
  - Results of the 2 Observations are compiled to complete the Evaluation. First cycle should be completed by the end of the 8th week; second cycle by the end of week 13.

- **Once cycle one/first 9 weeks is complete, repeat cycle for second 9 weeks/summative Evaluation cycle.**

**INITIALISM KEY**
- TC = Teacher Candidate
- CMT = Classroom Mentor Teacher
- UM = University Mentor
- CPC = Clinical Practice Coordinator

- **Observations = 1 Evaluation**
  - Observation 1+2 = Evaluation 1 (mid-term)
  - Observation 3+4 = Evaluation 2 (final)

- **Weeks**
  - Week 5 → Observation 1
  - Week 7 → Observation 2
  - Week 9 → Observation 3
  - Week 12 → Observation 4

*Weeks are per the UA school calendar.*

This graphic is provided as a planning guide. Each student teaching experience is individualized and your observation cycle should be cognizant of the needs of the teacher candidate.
# M.Ed. Observation Rubric

**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>Topics:</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>

## Active learning that inspires sense-making, perseverance, and communication

<table>
<thead>
<tr>
<th></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>

## Organized presentation of information

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comments</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>

## Classroom management

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comments</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>

## Equity literacy teaching practices

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comments</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>
Pop-in Observation Feedback

Teacher: ______________________

Class: ______________________

☐ Expectations are clearly posted.
☐ Well-planned and structured lesson
☐ Evidence of student engagement
☐ Evidence of classroom management

Observer: ______________________

Date: ___________

☐ 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**

<table>
<thead>
<tr>
<th>Expectations are clearly posted:</th>
<th>Critical thinking/DOK questioning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Objectives are clearly posted and are in student-friendly language.</td>
<td>• Teacher uses higher-thinking questioning to encourage students to go beyond levels 1-3 (knowing understanding, applying) of Bloom’s Taxonomy.</td>
</tr>
<tr>
<td>• Essential question is posted.</td>
<td>• Few DOK level 1 and 2 questions are used; level 3 and 4 questions are used.</td>
</tr>
<tr>
<td>• Current class assignment and expectations are posted.</td>
<td>• Questions and activities prompt/encourage higher-level thinking (Bloom’s analysis, evaluation, synthesis).</td>
</tr>
<tr>
<td>• Evidence of use of Learning Targets and Student Self-assessment</td>
<td>• Use of Socratic questioning and seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Well-planned and structured lesson:</th>
<th>Check for understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of “I do, We do, You do” lesson planning</td>
<td>• Teacher uses multiple assessment strategies.</td>
</tr>
<tr>
<td>• Lesson has a clear beginning, middle, and end.</td>
<td>• Evidence of Student Self-assessment</td>
</tr>
<tr>
<td>• Evidence of differentiation</td>
<td>• Teacher provides positive, specific, and responsive feedback.</td>
</tr>
<tr>
<td>• Instruction is developmentally appropriate.</td>
<td>• Teacher modifies and adjusts instruction based on real-time assessment data.</td>
</tr>
<tr>
<td>• Content is accurate and appropriate.</td>
<td>Use of technology:</td>
</tr>
<tr>
<td>• Instructional time is used effectively and efficiently.</td>
<td>• Teacher uses a variety of technology resources to present instruction.</td>
</tr>
<tr>
<td>• Instruction and activities are accessible and challenging (relevance and rigor).</td>
<td>• Students are encouraged to use technology to access material and enhance learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of student engagement:</th>
<th>Use of literacy strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students are attentive and on task.</td>
<td>• Evidence of application of Equity Literacy teaching practices</td>
</tr>
<tr>
<td>• Students are actively engaged in creating their own learning.</td>
<td>• Evidence of use of literacy strategies (eg. Think-alouds, annotating, structured note-taking, vocabulary, cloze notes, reciprocal reading, graphic organizers, QAR, DRTA, concept maps, anticipatory guides, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of classroom management:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classroom environment is safe and conducive to learning.</td>
<td>Use of technology:</td>
</tr>
<tr>
<td>• Classroom rules and expectations are clearly posted and communicated.</td>
<td>• Teacher uses a variety of technology resources to present instruction.</td>
</tr>
<tr>
<td>• Seating chart is utilized and intentionally-planned groups are evident.</td>
<td>• Students are encouraged to use technology to access material and enhance learning.</td>
</tr>
<tr>
<td>• Proximity is utilized.</td>
<td>Use of literacy strategies:</td>
</tr>
<tr>
<td>• Teacher responds appropriately to disruptions.</td>
<td>• Evidence of application of Equity Literacy teaching practices</td>
</tr>
<tr>
<td></td>
<td>• Evidence of use of literacy strategies (eg. Think-alouds, annotating, structured note-taking, vocabulary, cloze notes, reciprocal reading, graphic organizers, QAR, DRTA, concept maps, anticipatory guides, etc.)</td>
</tr>
</tbody>
</table>
M.Ed. Evaluation Form

M.Ed. Assessment Form

Date

University Mentor

University Mentor Email Address

Clinical Practice Coordinator

- sharonbthomas@email.arizona.edu
- marciortiz@email.arizona.edu

U3 Instructor
TEDV 570S - Rick Orozco and René Corrales

- roorzco@email.arizona.edu
- lcorra@email.arizona.edu

Final Year, 2nd Semester = 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 initials:

18
Evaluation Rubric:
1. Accomplished: Teacher candidate's performance demonstrates clear, convincing, and consistent evidence.
4. Inefficient: Teacher candidate's performance demonstrates no evidence.

Planning for Instruction (In IASC 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 content standards and are relevant to learners.
☐ Chooses strategies and accommodations, resources and materials to differentiate instruction for individual 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 IASC 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 L2s and those developing English proficiency.

Performance Rating—Standards 1 & 2
Accomplished ☐ Proficient ☐ Emerging ☐ Insufficient ☐
Learning Environment (In ASC Standards 1-3)
The teacher candidate 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.

☐ 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

Accomplished  Proficient  Emergent  Insufficient

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 concepts.
☐ Builds accurate and conceptual understanding of concepts.
☐ 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

Accomplished  Proficient  Emergent  Insufficient
Institutional Strategies and Assessment (In ASC 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 provides learners multiple opportunities to demonstrate learning.
- Utilizes higher-order questioning skills.
- Uses a variety of instructional strategies to support communication through speaking, learning, 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  Problematic  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-T 1b
  - designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. NETS-T 2a

Accomplished  Proficient  Emergent  Insufficient  Not observed  Technology nonavailable
TEACHING INTERN CERTIFICATE
Teaching and Learning on an Arizona Teaching Intern Certificate

The teaching intern certificate enables you to teach full-time while you are attaining an M.Ed. in Secondary Education at UA South and completing requirements for an Arizona provisional secondary teaching certificate. The teaching intern certificate allows you to enter into a teaching contract and receive full teaching salary and benefits.

Applying for a Teaching Intern Certificate

Application materials are submitted by the applicant to the Arizona Department of Education (ADE) Certification Unit. Requirements include:

1. Bachelor’s degree or higher from an accredited institution.
   - Submit official transcripts documenting a Bachelor’s or more advanced degree.

2. Valid IVP fingerprint card.
   - Submit a photocopy of valid Arizona IVP fingerprint card.

3. NES or AEPA subject knowledge exam.
   - Submit a passing score on at least one subject knowledge exam that corresponds to the applicant’s teaching assignment and intern teaching position.
   - OR submit official transcript(s) verifying a Master’s Degree in the specific academic area to be taught
   - OR submit official transcript(s) verifying 24 semester hours of subject-related courses from an accredited institution ONLY IF a subject knowledge proficiency assessment is not offered.

4. Verification of enrollment in the UA South M.Ed. in Secondary Education Program.

Submit proof to the UA South Teacher Education Coordinator that you have an “intent to hire” or have been hired full time with school district that requires certified teachers. You will receive a signed letter of enrollment from the Teacher Education Coordinator, Alison Barrett

To obtain an enrollment letter, provide the following required information:

- Grade level(s) you will be teaching (such as 7th-8th grade, 10th grade, or 9th-12th grade)

- Subject area(s) you will be teaching (please designate the specific subject you are teaching at least 50% of the time)

- Name of school
• Name of district (if applicable) or statement that school is a charter school or part of a named charter school consortium

***Once Alison Barrett receives the information above, she will send your signed enrollment letter by email within several days.

The cost of a teaching intern certificate is $60.00, paid to the Arizona Department of Education.

There is a requirement to complete a 3 credit-hour Structured English Immersion (SEI) course during the first year on a teaching intern certificate. A teaching intern certificate extension for the second year of the program will not be granted if the SEI requirement has not been met. The M.Ed. Program course that meets the requirement is LCEV 508.

The cost of full SEI endorsement is $60.00, paid to the Arizona Department of Education.

**IMPORTANT NOTE:** If you are on a Teaching Intern Certificate for history, government/political science, geography, or economics, you must also meet the U.S. and Arizona Constitution requirement within the first year on the intern certificate. *Your intern certificate cannot be extended if you have not met the requirement.* The requirement may be met by taking a course or by passing the AEPA U.S. and Arizona Constitution exam.

The UA South Point of Contact for teaching intern certificate issuance and extension is Alison Barrett, Teacher Education Coordinator. Contact: arbarret@email.arizona.edu or (520) 458-8278, ext. 2136.

**Applying for a Teaching Intern Certificate Extension**

Application materials for an extension are submitted to the Arizona Department of Education (ADE) Certification Unit. Requirements include:

1. Valid IVP fingerprint card.
   • Submit a photocopy of valid Arizona IVP fingerprint card.

2. Official UA transcript showing adequate progress in the program.
   • Submit only an official transcript; unofficial transcripts are not accepted by ADE.

3. Verification of having passed LCEV 508 for SEI endorsement.

Note that if you are on a Teaching Intern Certificate for history, government/political science, geography, or economics, you must also verify that you have met the U.S and Arizona Constitution requirement by taking a course or by passing the AEPA U.S. and Arizona Constitution exam.

4. Extension letter from UA South verifying satisfactory progress in the M.Ed. Program. The Point of Contact is Alison Barrett, UA South Teacher Education Coordinator. At least four weeks prior to the certificate’s expiration date, submit the following via email:
Grade level(s) you will be teaching (such as 7th-8th grade, 10th grade, or 9th-12th grade)

- Subject area(s) you will be teaching (please designate the specific subject you are teaching at least 50% of the time)
- Name of school
- Name of district (if applicable) or statement that school is a charter school or part of a named charter school consortium

***Once Alison Barrett receives the information above, she will send your signed enrollment letter by email within several days.

The cost to extend a teaching intern certificate is $20.00, paid to the Arizona Department of Education.

The following information regarding teaching intern certificates is critical for you to know:

- The teaching intern certificate is valid for one year from the date of issuance. In following the standard M.Ed. program course rotation on an intern certificate, it is anticipated that you will graduate in two years so you will need at least one intern certificate renewal. In certain approved circumstances, one additional renewal may be granted. However, ADE will not grant an extension beyond three years.
- Submit an extension request to Alison Barrett at least four weeks prior to the certificate’s expiration date. IT IS YOUR RESPONSIBILITY TO KEEP YOUR INTERN CERTIFICATE CURRENT. If you do not make satisfactory process in the program or you do not extend your certificate before it expires, your teaching position could be in jeopardy. Refer to your certificate for your specific expiration date or look up your certificate on the Arizona Department of Education (ADE) website to see the expiration month at: https://oacis.azed.gov/PublicOACIS/NormalPages/Educators.aspx
- If you allow your intern certificate to expire, there may be significant impact to your ability to teach that may include losing benefits, a shift to teaching on a substitute certificate, or removal from the classroom until the certificate is renewed. You do not want this to happen.
- The cost of an intern certificate extension is $20.00.
- There are a number of documents you must submit to ADE prior to your intern certificate expiring to obtain an extension, including an official UA transcript that shows your successful progress in the M.Ed. program. There are no exceptions to including your official transcript so please request it from the UA Registrar’s office at least one month prior to your certificate expiring. The request for a transcript is an online process for a fee. For an added fee the Registrar’s office on UA main campus can provide an official transcript on a walk-in basis. **UA South has no ability to issue an official transcript to you.** The link for more information on transcripts is: https://www.registrar.arizona.edu/transcripts/
- You must be making successful progress in the M.Ed. program to be issued an intern certificate extension. If you have a GPA lower than a 3.0, your enrollment extension letter may be compromised. ADE only allows one issuance of a teaching intern certificate within a five year period. If you are having academic difficulty during one of your semesters, it is vital that you are proactive with your instructors to resolve any issues.
- You must complete the required SEI course by the time of extension. For UA South, the required course is LCEV 508.
• If you are teaching in a social sciences area (high school history, government/political science, geography, economics, or middle grade social studies) you must have completed the U.S. and Arizona Constitution requirement by time of extension. The requirement can be met by passing a U.S. and Arizona Constitution class at UA or a community college or by passing the AEPA U.S. and Arizona Constitution exam. If the course is taken at an institution other than UA, submit an official transcript to Alison Barrett upon completion.

• ADE can issue you your intern certificate extension on a walk-in basis at the Phoenix or Tucson ADE office. You may also mail in your application packet but the renewal process can take several weeks. The Tucson ADE office is open on certain Wednesdays. Please check the Tucson ADE office schedule at: http://www.azed.gov/educator-certification/2012/11/29/tucson-certification-office-new-temporary-office-hours/

• There is a useful checklist for intern certificate renewal on the ADE website at: http://www.azed.gov/educator-certification/files/2013/10/teaching-intern-process-checklist.pdf?20150709

• Intern certificate documents and processes can be found on the ADE website at: http://www.azed.gov/educator-certification/alt-path/

• Contact Alison Barrett with teaching intern certificate questions instead of contacting ADE; you will save yourself time and you will receive the most current information for your situation. ADE receives many calls and the staff doesn’t have time to listen carefully to each caller’s individual circumstance so you may receive an answer that is generally correct but not correct for your circumstance. It is my job to help you through the nuances of the process and streamline your efforts.
**Intern Certificate Frequently Asked Questions**

**Summary Overview:** The teaching intern certificate enables those that hold a Bachelor’s degree or higher from an accredited institution to teach full-time. Candidates will receive full teaching salary and benefits, which ensures no loss of income. The teaching intern certificate allows the holder to enter into a teaching contract while completing the requirements for an Arizona provisional teaching certificate. The intern certificate also allows certified teachers to pursue other teaching certificates.

- Must hold a Bachelor’s Degree or higher
- Must obtain an IVP Fingerprint Clearance Card
- Must pass the appropriate subject knowledge exam
- Must complete a 3 semester hour course or a 45 clock hour training in Structured English Immersion (SEI) within the first year the Teaching Intern certificate was issued
- Must enroll in a State Board Approved Teacher Preparation Program

**Upon Completion of the Intern Certificate:** An individual may apply for an Arizona provisional teaching certificate upon **successful** completion of a Board Authorized Alternative path to certification or a Board approved teacher preparation program. **An individual is not eligible to hold the certificate more than once in a five-year period.** If the individual does not complete or make satisfactory progress in the program of study they would have to complete a traditional route to certification by completing required coursework and student teaching.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long is the certificate valid?</td>
<td>The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years.</td>
</tr>
<tr>
<td>What can I teach on this certificate?</td>
<td>The intern certificate holder may teach in any subject area in which the holder has passed the appropriate Arizona Teacher Proficiency Assessment. The placement of the teaching Intern must match the preparation they are receiving. See the <a href="#">Appropriate Placements for Teaching Intern Certificate</a> document for reference. No more than two approved areas will be added to the intern certificate.</td>
</tr>
<tr>
<td>Where do I get my IVP Fingerprint Clearance Card</td>
<td>Visit the <a href="http://www.azdps.gov">Arizona Department of Public Safety Website</a> or call 602-223-2279 to request the IVP Fingerprint Clearance Card</td>
</tr>
<tr>
<td>Where and when do I take the Structured English Immersion Course?</td>
<td>Effective January 25, 2016, the SEI Endorsement Requirement for initial issuance of the Teaching Intern certificate was amended. The SEI Training for the Teaching Intern certificate holder must be completed within the first year of issuance to qualify for the Extension of the Teaching Intern certificate. The amendment also stipulates that Teaching Intern certificate holders who teach in a Structured English Immersion Classroom shall hold a valid Provisional or Full SEI Endorsement, English as a Second Language Endorsement or Bilingual Endorsement (R7-2-614)E. See the <a href="#">Structured English Immersion Requirements</a>.</td>
</tr>
<tr>
<td>Where do I take the subject knowledge exam?</td>
<td>It is a “computer based test” (NOT ONLINE). A Master’s Degree in the content area will waive the subject knowledge exam. Or 24 semester hours in a content area can be used in the case where a subject knowledge exam does not already exist. See <a href="#">Test Dates and Sites</a>.</td>
</tr>
<tr>
<td>What testing tips and strategies can you provide?</td>
<td><a href="http://www.aepa.org">AEPA Preparation</a> <a href="http://www.azed.gov">Required Arizona Educator Exams</a></td>
</tr>
<tr>
<td>Where do I look for open teaching positions</td>
<td>Contact the human resources department at the LEA you are interested in working for or check the <a href="http://www.azed.gov">Arizona Education Employment Board</a></td>
</tr>
</tbody>
</table>
# TEACHING INTERN CHECKLIST

## Year ONE Timeline: Must be met prior to initial issuance of Teaching Intern Certificate

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor’s degree or higher from an accredited institution</td>
<td>☐ Official transcripts documenting a Bachelor’s or more advanced degree</td>
</tr>
<tr>
<td>2. Valid IVP fingerprint card. Phone number to Arizona Department of Education where an IVP fingerprint card can be obtained is: 602-223-2279. Can take up to 8-10 weeks to receive card.</td>
<td>☐ Photocopy of valid Arizona IVP fingerprint card (plastic) issued on or after January 1, 2008.</td>
</tr>
<tr>
<td>3. Subject Knowledge exam or Master’s Degree in appropriate subject area.</td>
<td>☐ Passing score on one or more subject knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment and intern teaching position. OR a Master’s Degree in the appropriate subject area. Verified by submitting official transcript(s). OR 24 semester hours of subject-related courses from an accredited institution IF a subject knowledge proficiency assessment is not offered.</td>
</tr>
<tr>
<td>Required Arizona Educator Exams</td>
<td>Subject Knowledge Exams</td>
</tr>
<tr>
<td>Subject Knowledge Exams</td>
<td></td>
</tr>
<tr>
<td>SEI Requirements</td>
<td></td>
</tr>
<tr>
<td>4. Effective January 25, 2016, the SEI Endorsement Requirement for initial issuance of the Teaching Intern certificate was amended. The SEI Training for the Teaching Intern certificate holder must be completed within the first year of issuance to qualify for the Extension of the Teaching Intern certificate.</td>
<td>☐ The amendment also stipulates that Teaching Intern certificate holders who teach in a Structured English Immersion Classroom shall hold a valid Provisional or Full SEI Endorsement, English as a Second Language Endorsement or Bilingual Endorsement (R7-2-614)E.</td>
</tr>
<tr>
<td>SEI Requirements</td>
<td></td>
</tr>
<tr>
<td>5. Verification of enrollment in a Board approved alternative path to certification program, or a Board approved teacher preparation program.</td>
<td>☐ Letter of enrollment from the institution signed by approved designee. Institutions will want proof that you have an “intent to hire” or have been hired full time with a Local Education Agency (LEA) that requires certified teachers.</td>
</tr>
<tr>
<td>Alternative Programs</td>
<td></td>
</tr>
<tr>
<td>Arizona State Board Approved Programs</td>
<td></td>
</tr>
</tbody>
</table>
### Extension Requirements

**Year TWO Timeline: Must be met prior extension of Teaching Intern Certificate**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Documentation that one is making adequate progress in program</td>
<td>☐ Extension letter from the Board approved alternative path to certification program or an Arizona State Board approved teacher preparation program verifying the completion of required coursework.</td>
</tr>
</tbody>
</table>

**Final Requirements: Moving from the Teaching Intern Certificate to a Provisional Teaching Certificate**

**Year Two/Three Timeline: Upon successful completion of the program, the applicant will be issued an Institutional Recommendation (IR) for a Provisional Teaching Certificate.**

**Application with the IR should be made PRIOR to the expiration of the Teaching Intern Certificate.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Documentation Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completion of a State Board Approved Educator Preparation Program.</td>
<td>☐ Institutional Recommendation from Board approved program</td>
</tr>
<tr>
<td></td>
<td>☐ Included on the Institutional Recommendation is verification that the Full SEI Endorsement requirement has been met.</td>
</tr>
<tr>
<td>2. AZ/US Constitution requirement must be successfully completed within <strong>three years</strong> of the initial issuance of any Arizona teaching or Administrative Certificate. If teaching an academic course on history, government, social studies, citizenship, law or civics this requirement must be completed within <strong>one year. No other certificates will be issued until this requirement has been fulfilled.</strong></td>
<td>☐ College Course or the appropriate examination.</td>
</tr>
<tr>
<td>3. A passing score on the required Professional Knowledge Exam</td>
<td>☐ Passing score on professional knowledge examination.</td>
</tr>
</tbody>
</table>

Questions regarding the Teaching Intern Checklist? Please email: [AlternativePathwaytoTeacherCertification@azed.gov](mailto:AlternativePathwaytoTeacherCertification@azed.gov)
The UA South has a responsibility to the educational community to ensure that individuals, who are recommended to the State of Arizona for teaching certification, are competent to join the teaching profession. In order to communicate the expectations for students, the faculty has adopted the InTASC Standards, which the Arizona Department of Education (ADE) will be using as professional teaching standards. “The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.”

Classroom observations will use InTASC standards as the basis for all classroom visits by the University Coach.


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.
PROGRAM SERVICES
Financial Aid for Graduate Students

Here are few suggestions for students trying to navigate the financial aid as a graduate school.

1. **Get your pressing financial questions answered.** You can contact our Student Services Department at UA South directly for assistance with Financial Aid and to inquire about scholarship opportunities that may be available for you through the University of Arizona South Foundation:

   Michelle Menninger
   Student Services Coordinator
   mmuas@email.arizona.edu
   520-458-8278 Ext. 2212

   - In UAccess under “Helpful Links” there is a “Getting Started Guide.” The guide includes tutorials on topics such as how to read your account.
   - The Bursar’s Office will respond to questions via email. They can be emailed from here: [http://bursar.arizona.edu/office/e-mail](http://bursar.arizona.edu/office/e-mail)
   - Contact the Office of Scholarships and Financial Aid. You can visit them, call, or email your question: [http://financialaid.arizona.edu/general/office-scholarships-and-financial-aid-contact-information](http://financialaid.arizona.edu/general/office-scholarships-and-financial-aid-contact-information)

2. **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:

   - Register your PIN or request a duplicate at [http://pin.ed.gov/](http://pin.ed.gov/). Skip this step if you know your FAFSA PIN. A parent PIN is required for dependent students
   - Print a copy of your confirmation page for your records

3. **Sign up for funding alerts.** Go through the UA Library’s Grants page ([http://www.library.arizona.edu/help/how/find/grants.html](http://www.library.arizona.edu/help/how/find/grants.html)) Grant Forward, which are two major funding databases. You will need to dedicate some time to figure out a search that works for you, but it is worth it! Once you find the right search terms, you can set up a personalized email that will alert you to possible funding opportunities.

   Grant Forward updates their database of funding opportunities twice weekly and also has a grants alert that you can receive.

   Visit the University of Arizona Office of Scholarships & Financial Aid for resources and FAQs: [https://financialaid.arizona.edu/graduate-students](https://financialaid.arizona.edu/graduate-students)

   [https://scholarshipuniverse.arizona.edu/suha](https://scholarshipuniverse.arizona.edu/suha)
Scholarships and Other Financial Aid

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.

James Madison Memorial Fellowships

The James Madison Memorial Fellowships are awarded to U.S. citizens who demonstrate a commitment to civic responsibilities and to professional and collegial activities and who qualify for admission with graduate standing at an accredited U.S. university that offers a qualifying master's degree program. Applicants must be committed to teaching American history, American government, and/or social studies full time in grades 7–12.

Citizenship: U.S. citizen or national

Deadline: March 1, 2016

Website: http://www.jamesmadison.com/

Scholarships

Prospective 7-12 Secondary Teacher Course Work Scholarships

Shon Shadrick Memorial Scholarship

Robert G. Porter Scholars Program

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

Prospective Middle School Mathematics Teacher Course Work Scholarships

Mathematics Graduate Course Work Scholarships for Grades 6-8 Teachers

Mathematics Graduate Course Work Scholarships for Grades 9–12 Teachers

Educational Administration Scholarship Award

Barbara Lotze Scholarships for Future Teachers

Scholarships available through UA College of Education (apply through Scholarship Universe)
The Best Price Nutrition & Health Scholarship
The Applegate / Jackson / Parks Future Teacher Scholarship
The $1000 “Pursue Your Passion” Monthly Scholarship
William B. Ruggles Journalist Scholarship
2014 Northwest Perspectives Essay Contest
The MoolahSPOT $1,000 Scholarship
Summerfield G. Roberts Award

Grants
TEACH Grants
Arizona Grants

Fellowships
Knowles Science Teaching Foundation
Humane Studies Fellowships
National Academy of Education/Spencer Dissertation Fellowship Program
Einstein Fellowship Program
James Madison Memorial Fellowship Foundation

Loan Forgiveness

There continue to be increased federal loan forgiveness programs for new teachers, especially those teaching in Title 1 schools in high-need subject areas.


Also refer to the M.Ed D2L site for these opportunities. In addition, Arizona has loan forgiveness for teachers:

Arizona Commission for Postsecondary Education
# UAS M.Ed. Program Contact Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| 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  
Cell: 310-883-4299 |
| Teaching and Academic Advising | Dr. Rick Orozco  
Assistant Professor, Teacher Education  
raorozco@email.arizona.edu  
520-626-2074  
Cell: 520-429-5407 |
| State Testing Requirements and Teacher Certification, including Intern Certificates | Alison Barrett  
Teacher Education Coordinator  
arbarret@email.arizona.edu  
520-458-8278, ext. 2136 |
| Teaching | Dr. Curtis Acosta  
Assistant Professor, Teacher Education  
acostac@email.arizona.edu  
Cell: 520-891-2327 |
| Alternative Path Administration and Supportive Services | Ali Van Gorp  
Program Manager  
Transition to Teaching  
avangorp@email.arizona.edu  
520-458-8278, ext. 2119  
Cell: 520-266-0536 |
| Alternative Path Eligibility, Admission, Placement | Javier Lopez  
Outreach Coordinator  
Transition to Teaching  
javoc@email.arizona.edu  
520-458-8278, ext. 2117  
Cell: 520-221-5625 |
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Alternative Path Coaching and Student Support | Patricia Acosta          | Clinical Instructor          | 66pacosta@email.arizona.edu
|                                           |                          | Cell: 520-248-0197           |                                                                                    |
|                                           | Eric Meyer               | Clinical Instructor          | ericmeyer@email.arizona.edu
|                                           |                          | 520-458-8278, ext. 2184      |                                                                                    |
|                                           |                          | Cell: 520-508-8685           |                                                                                    |
| University Mentor                         | Louis Gomez              | University Mentor (Fast Track and Alt Path) | lcgomez@email.arizona.edu
|                                           |                          | 520-626-2001                 |                                                                                    |
| University Mentor                         | Paul Herder              | University Mentor (Fast Track and Alt Path) | pherder@email.arizona.edu
|                                           |                          | 520-626-2001 (Pima)          |                                                                                    |
|                                           |                          | 520-458-8278x2162 (Cochise)  |                                                                                    |
| University Mentor                         | Mark Valenzuela          | University Mentor (Alt Path) | mvalenzuela@email.arizona.edu
|                                           |                          | 520-626-2001 (Pima)          |                                                                                    |
| University Mentor                         | Dawn Kahn                | University Mentor (Alt Path) | dawnalanec Clark@email.arizona.edu
|                                           |                          | 520-626-2001 (Pima)          |                                                                                    |
|                                           |                          | 520-458-8278x2162 (Cochise)  |                                                                                    |
| University Mentor                         | Shawnda Garcia           | University Mentor            | shawndagarcia@email.arizona.edu
<p>|                                           |                          | 520-626-2001 (Pima)          |                                                                                    |
|                                           |                          | 520-458-8278x2162 (Cochise)  |                                                                                    |</p>
<table>
<thead>
<tr>
<th>Area</th>
<th>Contact Person</th>
<th>Position</th>
<th>Email</th>
<th>Phone, Extension</th>
</tr>
</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:jhkelley@email.arizona.edu">jhkelley@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:clarag@email.arizona.edu">clarag@email.arizona.edu</a></td>
<td>520-458-8278, ext. 2167</td>
</tr>
<tr>
<td>School Liaison, student placements (Cochise)</td>
<td>Sharon Thomas</td>
<td>Clinical Practice Coordinator</td>
<td><a href="mailto:sharonbthomas@email.arizona.edu">sharonbthomas@email.arizona.edu</a></td>
<td>520-458-8278, ext. 2162</td>
</tr>
<tr>
<td>School liaison, student placements (Pima/Santa Cruz)</td>
<td>Maria Orozco</td>
<td>Clinical Practice Coordinator</td>
<td><a href="mailto:morozco1@email.arizona.edu">morozco1@email.arizona.edu</a></td>
<td>520-626-2001</td>
</tr>
<tr>
<td>Instructor</td>
<td>Ray Chavez</td>
<td>Adjunct</td>
<td><a href="mailto:5ubgulch@gmail.com">5ubgulch@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>René Corrales, Ph.D.</td>
<td>Adjunct</td>
<td><a href="mailto:lrcorral@email.arizona.edu">lrcorral@email.arizona.edu</a></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>Rosemarie Gonzalez</td>
<td>Adjunct</td>
<td><a href="mailto:gonzalez4@email.arizona.edu">gonzalez4@email.arizona.edu</a></td>
<td></td>
</tr>
</tbody>
</table>