TTE 593b – Student Teaching
Syllabus
Teach Arizona Program
Spring 2016

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

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

CATALOG & COURSE DESCRIPTION

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

- The InTASC Standards: http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions for Teachers.pdf
- The ISTE Standards Teachers: http://www.iste.org/standards/iste-standards/standards-for-teachers

DATES

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

HOURS

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

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

COURSE OUTCOMES

By the end of the student teaching experience, teacher candidates will have:
1. Progressed to teaching two designated periods in collaboration with supervising practitioner using co-teaching strategies.
2. Submitted a lesson plan on D2L two days prior to each scheduled observation made by candidate's supervisor. There is a target of seven lesson plans to be submitted, one lesson plan for each observation.
3. Participated in post conferences following each observation that includes the midterm evaluation conference and the final evaluation conference.
4. Collaboratively created a learning environment that fosters student learning in accordance with the InTASC and ISTE Standards.
5. Collaboratively designed lessons with supervising practitioner and taught lessons using instructional approaches and strategies aligned to the InTASC and ISTE Standards.

COURSE OBJECTIVES

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

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

Department of Teaching, Learning and Sociocultural Studies
Position Statement on Social Justice
Adopted March 25, 2014

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

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

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

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

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

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

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

STUDENT TEACHING BENCHMARK

Student Teaching Responsibilities: Student teachers assume full responsibility for two designated periods. In collaboration with their supervising practitioner, they take the lead in co-planning, co-instructing, grading, and maintaining discipline. Student teachers should use the remainder of the morning to:

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

In addition to their morning work, student teachers are expected to attend lunchtime or after-school activities such as department meetings, faculty meetings, IEP meetings, and parent or student conferences as would regular faculty members.

Program Supervisor Observations: Program supervisors observe student teachers every 2-3 weeks during the semester. Supervisors observe the student teacher working in the classroom and then briefly conference with the student teacher and supervising practitioner. Student teachers must submit a lesson plan for the class observed on D2L at least 2 days prior to every supervisor visit. Following the observation the supervisor will document the student teacher's progress by completing a Supervisor Observation Summary that the student teacher will upload on D2L.

STUDENT TEACHER ASSESSMENT

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

Assessment Instrument: The Student Teacher Assessment Form (included at the end of this syllabus) will be used to assess whether the student teacher has demonstrated the knowledge, skills and dispositions necessary to pass student teaching. The supervising practitioner and student teacher will each individually complete this form prior to the midterm and final conferences. During the conference the program supervisor completes a composite Student Teacher Assessment form and notes any discrepancies. The program supervisor collects the assessment forms completed by the student teacher and the supervising practitioner at the end of the conference and submits them to the course instructor. Following each conference, the program supervisor completes an Evaluation Conference Summary which the student teacher uploads in D2L along with the composite Student Teacher Assessment completed during the conference.

The Student Teacher Assessment is aligned to both the InTASC and the ISTE standards for teachers.
- The InTASC Standards: http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions for Teachers.pdf
- The ISTE Standards Teachers: http://www.iste.org/standards/iste-standards/standards-for-teachers
  (Standards Addressed: InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ISTE Standards-T 1, 2, 3, 4, 5.)

GRADING POLICY
Student teaching will be graded on a pass/fail basis. Grades will be based upon the student's ability to demonstrate an acceptable level of knowledge, skill, and dispositions required to be a successful teacher. This determination will be made using the Student Teaching Assessment instrument. The instrument has a grading rubric from 1 to 4. **The benchmark for the course is a "2" Emergent on the rubric. You must reach or exceed this benchmark to pass TTE 593. A passing grade is defined as an average score of "2" or above (across all categories) on the grading rubric.**
The instructors, acting upon the recommendation of the program supervisor, will assign the grade.

STUDENTS WITH DISABILITIES

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (520-621-3268; drc. arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

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

UNIVERSITY OF ARIZONA CODE OF CONDUCT

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

UNIVERSITY OF ARIZONA CODE OF ACADEMIC INTEGRITY

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

EXPECTATIONS OF PROFESSIONALISM

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

Student teachers are expected to conduct themselves with the professionalism of a regular school faculty member. Dress and behavior should be aligned with the professional standards and with the climate of the school.

To ensure the safety of teachers and students, schools have procedures regarding visitors. Student teachers should adhere to policies regarding visitors on campus. They should also obtain appropriate faculty ID cards and parking passes.

THE UNIVERSITY OF ARIZONA®
College of Education

STUDENT TEACHER ASSESSMENT

MIDTERM:	FINAL:
Conference Date:	

Student Teacher:	School:
Cooperating Teacher:	Grade/Content:
Supervisor:	Semester/Year:

> **4 = Accomplished**-Teacher candidate's performance demonstrates clear, convincing and consistent evidence
> **3 = Proficient**-Teacher candidate's performance demonstrates considerable evidence
> **2 = Emergent**-Teacher candidate's performance demonstrates developing evidence
> **1 = No Evidence**- Teacher candidate's performance demonstrates no evidence
> **NA =** Teacher candidate's performance is not applicable

*InTASC-Interstate Teacher Assessment & Support Consortium ***ISTE NETS-T**-International Society for Technology in Education ***CEC**-Council for Exceptional Children
*UA-University of Arizona Teacher Preparation Programs Professional Standards

Learner Development (InTASC1) (CEC 2) (ISTE NETS-T1) 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 that include the use of technology.	COMMENTS (Additional Comments may be attached)	
1. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.		
2. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.		
3. Collaborates with families, communities, colleagues, and/or other professionals to promote learner growth and development, using face to face and virtual technology.		
Composite Rating: Learner Development (InTASC 1) (CEC 2) (ISTE NETS-T 1)		

STA-1

Learning Differences (InTASC 2) (CEC 3, 6, 7) The teacher uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.	COMMENTS (Additional Comments may be attached)	
1. Designs, adapts, and delivers instruction to address each student's particular learning strengths and needs, creating opportunities for students to demonstrate their learning in different ways.		
2. Writes appropriate Individual Education Plans and/or makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.		
3. Demonstrates knowledge of and follows all legal processes required by the individuals with Disabilities Education (Improvement) Act and other applicable laws, regulations, statues, and rules that apply to students with special needs.		
4. Designs instruction to build on learners' prior knowledge and experiences.		
5. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.		
6. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.		
7. Accesses resources and special services to meet learning differences or needs.		
Composite Rating: Learning Differences (InTASC 2) (CEC 3,6,7)		

Learning Environments (InTASC 3) (CEC 5) (ISTE NETS-T 2) The teacher works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.	COMMENTS (Additional Comments may be attached)	
1. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.		
2. Promotes collaboration and self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.		
3. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.		
4. Collaborates with learners to evaluate and adjust the learning environment.		
5. Demonstrates respect for the cultural backgrounds and perspectives of learners.		
6. Applies effective interpersonal communication skills to build learners' capacity to collaborate.		
Composite Rating: Learning Environments (InTASC 3) (CEC 5) (ISTE NETS-T 2)		

Content Knowledge (InTASC 4) 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 these aspects accessible and meaningful for learners to ensure content mastery.	COMMENTS (Additional Comments may be attached)	
1. Uses multiple representations and explanations of content.		
2. Encourages learners to understand, question, and analyze ideas from multiple perspectives.		
3. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.		
4. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.		
5. Recognizes and corrects learner misconceptions in a discipline.		
6. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.		
7. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.		
Composite Rating: Content Knowledge (InTASC 4)		

Content Application (InTASC 5) (CEC 4, 5) (ISTE NETS-T 1) The teacher understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	COMMENTS (Additional Comments may be attached)	
1. Applies content knowledge to real world problems through interdisciplinary projects.		
2. Facilitates learners' use of current technology tools and resources.		
3. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.		
4. Develops learners' communication skills for varied audiences and purposes.		
5. Supports development of diverse social and cultural perspectives.		
6. Develops and supports learner literacy across content areas.		
Composite Rating: Content Knowledge (InTASC 4)		

Assessment (InTASC 6) (CEC 8) (ISTE NETS-T 3)	COMMENTS (Additional Comments may be attached)	
The teacher understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.		
1. Designs valid formative and summative assessments that match learning objectives.		
2. Uses multiple types of assessment data to document learning and develop instructional activities.		
3. Provides effective feedback to guide learner progress.		
4. Guides learners to assess their own thinking and learning, as well as the performance of others.		
5. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.		
6. Uses technology to support assessment.		
Composite Rating: Assessment (InTASC 6) (CEC 8) (ISTE NETS-T 3)		

Planning for Instruction (InTASC 7) (CEC 7) (ISTE NETS-T 2)	COMMENTS (Additional Comments may be attached)	
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.		
1. Creates relevant learning experiences aligned with curriculum goals, content standards, and benchmarks.		
2. Incorporates differentiated strategies, resources, and accommodations for individuals and groups of learners to meet learning goals.		
3. Sequences learning experiences effectively.		
4. Plans multiple ways for learners to demonstrate knowledge and skills.		
5. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.		
6. Collaborates with professionals (special educators, language learning specialists, Librarians, media/ technology specialists) to design and deliver learning experiences to meet unique learning needs.		
7. Evaluates and adjusts plans to meet short and long range goals.		
Composite Rating: Planning for Instruction (InTASC 7) (CEC 7) (ISTE NETS-T 2)		

Instructional Strategies (InTASC 8) (CEC 4) (UA) (ISTE NETS-T 1,2,3)	COMMENTS (Additional Comments may be attached)
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 contemporary meaningful ways.	
1. Monitors student learning and uses appropriate strategies and resources to adapt instruction for individuals and groups.	
2. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.	
3. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.	
4. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.	
5. Engages all learners in developing higher order questioning skills and metacognitive processes.	
6. Provides opportunities for learners to access, interpret, evaluate, and apply information.	
7. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.	
8. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, stimulation of curiosity, and helping learners to question.	
9. Provides clear directions and explanations.	
Composite Rating: Instructional Strategies (InTASC 8) (CEC 4) (UA) (ISTE NETS-T 1,2,3)	

Professional Learning and Ethical Practice (InTASC 9) (CEC 1, 9) (UA) (ISTE NETS-T 4)	COMMENTS (Additional Comments may be attached)
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.	
1. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.	
2. Engages in professional development aligned with the needs of the teacher, learners, school, and system.	
3. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.	
4. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.	

5. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).	
6. Maintains professional appearance.	
7. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).	
8. Responds to constructive criticism and modifies practices accordingly.	
9. Uses professional, respectful, and grammatically correct language in oral and written communication.	
10. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.	
Composite Rating: Instructional Strategies (InTASC 8) (CEC 4) (UA) (ISTE NETS-T 1,2,3)	

Leadership and Collaboration (InTASC 10) (CEC 1, 10) (ISTE NETS-T 5) 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 using digital tools and resources, to ensure learner growth and to advance the profession.	COMMENTS (Additional Comments may be attached)
1. Collaborates with colleagues to share responsibility for decision making and accountability for student learning.	
2. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.	
3. Supports the mission and vision of the school.	
4. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.	
5. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
6. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
7. Advocates for learners, the school, the community, and the profession.	
Composite Rating: Leadership and Collaboration (InTASC 10) (CEC 1, 10) (ISTE NETS-T 5)	

Signature below indicates participation in the assessment process for the:

_____ Midterm conference   _____ Final Conference

Student Teacher:_____ Date: ___/___/____

Cooperating Teacher:_____ Date: ___/___/____

Supervisor:_____ Date:___/___/____