

The University of Arizona *Teacher Preparation Programs*



The University of Arizona and its Teacher Preparation Programs in the College of Science, College of Education, College of Agricultural & Life Sciences, and the College of Fine Arts have a responsibility to the educational community to ensure that individuals, who are recommended to the State of Arizona for teaching certification, are worthy to join the teaching profession. In order to communicate the expectations for students, the faculty has adopted the InTASC Standards, which the Arizona Department of Education (ADE) 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.” For more information about the standards, see www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_%28InTASC%29.htm. In addition, the University of Arizona Teacher Preparation Programs have included additional standards specific to our programs.

Upon admission to a Teacher Preparation Program (TPP), students receive a copy of the *TPP Professional Standards* and the related referral forms. The *TPP Professional Standards* are the expectations for University of Arizona students who plan to become teachers.

All students in any TPP at The University of Arizona are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of coursework and display of important human characteristics which teachers should possess. Because the *TPP Professional Standards* are used throughout the certification programs from admission to graduation, some criteria will be more relevant when students are in fieldwork and some when students are completing coursework. The areas that the *TPP Professional Standards* address are (I) Learner and Learning, (II) Content Knowledge, (III) Instructional Practice, (IV) Professional Responsibility, and (V) additional academic and professional standards specific to the University of Arizona.

Teacher Preparation Program Professional Standards

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.

V. University of Arizona Standards for Teacher Candidates

Additional standards for teacher candidates at the University of Arizona include demonstration of commitment to their academic program and to education by:

- Attending, being on time, and being prepared for scheduled classes and field experiences;
- Having a professional appearance;
- Communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- Looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- Accepting and acting upon reasonable criticism;
- Understanding and respecting others' perspectives;
- Questioning and testing their assumptions about teaching and learning;
- Separating personal and professional issues;
- Exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- Maintaining or exceeding the minimum grade point average in their respective programs.

The College of Science - Secondary Mathematics Education Program requirements includes the following minimum grade point averages: 2.0 G.P.A. in the mathematics major; 2.5 G.P.A. in mathematics education courses; and an overall 2.0 G.P.A.

Persons with disabilities, who, with or without reasonable accommodations, 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 in the University of Arizona Disability Resources Center.



College of Science, Department of Mathematics

Academic and Professional Criteria

STUDENT CONTRACT

I have received a copy of the College of Science, Secondary Mathematics Education Program Academic and Professionalism Criteria. I understand that these criteria will be used to evaluate my progress in the program and in the Department of Mathematics.

I understand that in order to successfully complete the program and graduate, I must:

Successfully complete the sequence of coursework prior to student teaching;
Have achieved a minimum GPA of 2.0 in the mathematics major, 2.5 in the pedagogy courses, and 2.0 in the overall university-wide GPA; and
Have met all of the criteria set forth by the Secondary Mathematics Education Program as requirements for completion.

I further understand that, if I am a Mathematics Major within the Mathematics Education Option, the 15 units for student teaching and associated seminars are part of the requirements for the B.A or B.S. degree. Thus, if I do not meet the criteria for student teaching, I will not be able to complete the B.A. or B.S. degree in the Mathematics Education Option.

Student Name (printed) _____

Student Signature _____

Date _____

Semester/Year of Expected Graduation _____