Welcome from the Chancellor

Dear Future Teachers:

Welcome to Pima Community College’s Advanced Certificate in Teacher Education Program, and congratulations on your decision to seek a career in teaching. Arizona needs your talent. The prosperity of our community depends on the ability of teachers to effectively educate our youth.

In the coming months, Pima will make available to you every resource at our disposal to help you succeed in your chosen field. Your path will be challenging. But the opportunity to change the lives of generations is a reward few occupations offer and fewer accomplish. Those who achieve certification will have that opportunity.

As with anything, responsibility accompanies opportunity. You are fortunate to have experienced practitioners mentoring you as well as teaching your courses. You are responsible for getting as much out of every carefully crafted learning experience as you can. You are responsible for contributing to the learning of others by reflecting upon and sharing your experiences as you translate theory into practice during your practicums and internship. And you are responsible for representing your College in a professional and dedicated manner when you are in our local classrooms working with students.

This handbook is a valuable resource that can guide you through the Teacher Education Program, and to changes that have been made to improve your experience. I encourage you to consult it if you have a question.

Roy Flores, Ph.D.
Chancellor
**Vision:**

Pima Community College will provide access to learning without the limits of time, place or distance.

**We Value:**

Accountability

Diversity

Integrity

People

Quality

**Mission:**

The mission of Pima Community College is to develop our community through learning.
# Pima Community College Vision, Values, and Mission

## Program Overview
- **Intern Pathway**
- **Elementary Education Certification**
- **Secondary Education Certification**
- **Special Education**
- **Cross-Categorical Certification**
- **Special Education**
- **Learning Disability Certification**

## Program Structure

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All information in this handbook is subject to change without notice, obligation or liability. This includes statements on tuition, fees, course descriptions, admissions, graduation requirements or Department of Education rules, regulations or guidelines.
**Program Overview**

Pima Community College’s (PCC) Post-Degree Teacher Certification Program (the Program) provides students with the academic and practical skills needed to become certified Grade K-12 teachers. This program is approved by the Arizona Department of Education to prepare students for General Education Elementary and Secondary Special Education Cross-Categorical and Learning Disabilities certification. Only students who provide verification of a bachelor’s degree from a college or university accredited by any of the regional accreditation commissions listed in the current Pima catalog may apply for admission to the Program. Other Program admission requirements are described later in this Handbook. Students who complete the Program earn an Advanced Certificate in Teacher Education - Elementary, Secondary, Cross-Categorical or Learning Disabilities.

The Post-Degree Certification Program coursework is offered in an accelerated format that incorporates both national and state standards as well as the latest research on effective learning. Course offerings are fully online. Three areas of emphasis distinguish the Post-Degree Certification Program:

- **Practicum** experiences are infused throughout the curriculum, giving students multiple opportunities to translate theory into practice.
- **Technology** is a prominent tool within this program. Students learn to use technology to deliver and enrich instructional activities, to track student achievement, and to document their own learning through the use of an online teaching portfolio.
- **Diversity**, with its value and challenges, is infused into the curriculum throughout the Program.

Pima Community College’s strong partnerships with local school districts benefit students in numerous ways. The majority of Pima’s Education faculty members are practicing Grade K-12 teachers, administrators, instructional technologists, curriculum developers and school psychologists.

**Program Structure**

**Traditional Program**

The Post-Degree Certification Program is generally delivered through six-week accelerated sessions throughout the calendar year. General Education Elementary and all Special Education certification students are able to complete the Program coursework, including the Student Internship, in approximately 18 to 24 months. Those seeking Secondary Certification are able to finish Program coursework, including the Student Internship, in approximately 12 to 18 months. Students who attend part-time or need remedial coursework will require additional time to complete the Program.

Since most students work full-time while attending classes, one course per session is recommended. This is a selective enrollment program - students must be cleared by the Teacher Education Office prior to registration each session.

**Intern Pathway**

The Intern Pathway is an alternative format to the Traditional Pathway format described previously. Under the Intern Pathway, students who meet specific eligibility requirements work under contract for one to two years in an appropriate Grade K-12 classroom while completing their coursework. The curriculum is the same as that of the traditional program. In addition, Student Teaching is completed concurrently with the required coursework.

An Intern Pathway Coordinator works closely with students and local school districts to ensure that students meet all requirements to enter the Intern Pathway. Students are mentored by a qualified teacher onsite and a Pima instructor as well.

**Program Curriculum**

The following pages contain the required coursework for the General Education (Elementary/Secondary) and Special Education (Cross-Categorical/Learning Disabilities) programs. Program coursework includes Core, Foundation and Methods courses and Student Teaching. All students are strongly encouraged to work closely with the Program Advisor in planning their program(s) of study.
### Elementary Certification

**Core Coursework**
- EDU 268 Issues in Education
  - 1 credit hour

**Foundation Coursework**
- EDU 270 Educational Technology and Curriculum Integration
  - 3 credit hours
- EDU 271 Introduction to Teaching
  - 3 credit hours
- EDU 272 Educational Psychology
  - 3 credit hours
- EDU 273 Introduction to Special Education
  - 3 credit hours *
- EDU 274 Structured English Immersion Foundations
  - 3 credit hours *
- EDU 275 Classroom Management
  - 3 credit hours *

**Methods Coursework**
- EDU 276 Foundations of Reading Instruction
  - 3 credit hours **
- EDU 277 Phonics Instruction in a Balanced Literacy Setting
  - 3 credit hours **
- EDU 278 Elementary Science Methods and Curriculum Development
  - 3 credit hours **
- EDU 279 Elementary Math Methods and Curriculum Development
  - 3 credit hours **
- EDU 280 Social Studies Methods and Curriculum Development
  - 3 credit hours **
- EDU 281 Structured English Immersion Methods
  - 3 credit hours **

**Student Teaching**
- EDU 290 Internship
  - 8 credit hours

**Total: 45 Credit Hours**

* Courses that require a 10-hour Practicum
** Courses that require a 15-hour Practicum

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### Secondary Certification

**Core Coursework**
- EDU 268 Issues in Education
  - 1 credit hour

**Foundation Coursework**
- EDU 270 Educational Technology and Curriculum Integration
  - 3 credit hours
- EDU 271 Introduction to Teaching
  - 3 credit hours
- EDU 272 Educational Psychology
  - 3 credit hours
- EDU 273 Introduction to Special Education
  - 3 credit hours *
- EDU 274 Structured English Immersion Foundations
  - 3 credit hours *
- EDU 275 Classroom Management
  - 3 credit hours *

**Methods Coursework**
- EDU 281 Structured English Immersion Methods
  - 3 credit hours **
- EDU 285 Secondary Teaching Methods
  - 3 credit hours **

**Student Teaching**
- EDU 290 Internship
  - 8 credit hours

**Total: 33 Credit Hours**

* Courses that require a 10-hour Practicum
** Courses that require a 15-hour Practicum
## Cross-Categorical Certification

### Foundation Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 250</td>
<td>Issues in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>EDS 251</td>
<td>Legal Issues in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>EDS 252</td>
<td>Understanding Individuals with Disabilities Act</td>
<td>1</td>
</tr>
<tr>
<td>EDS 253</td>
<td>Development and Implementation of Individual Education Programs (IEPs)</td>
<td>1</td>
</tr>
<tr>
<td>EDS 254</td>
<td>Classroom Management for Special Education</td>
<td>2</td>
</tr>
<tr>
<td>EDS 255</td>
<td>Assistive Technology for Special Education Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDS 256</td>
<td>Survey of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 258A</td>
<td>Foundations of Instruction: Cross-Categorical</td>
<td>2</td>
</tr>
<tr>
<td>EDS 259</td>
<td>Education Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDS 260</td>
<td>Structured English Immersion Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Methods Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 257</td>
<td>Diagnosis and Assessment of Students with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDS 259</td>
<td>Teaching Methods Cross-Categorical</td>
<td>3</td>
</tr>
<tr>
<td>EDS 260</td>
<td>Developmental Reading, Instruction, Assessment and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>EDS 281</td>
<td>Structured English Immersion Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

### Methods Electives (choose two)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 255</td>
<td>Content Area Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDS 257</td>
<td>Elementary Science Methods and Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDS 259</td>
<td>Elementary Math Methods and Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 285</td>
<td>Secondary Teaching Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

### Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 290</td>
<td>Internship</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total: 46 Credit Hours**

* Courses that require a 10-hour Practicum
** Courses that require a 15-hour Practicum
### Learning Disabilities Certification

#### Foundation Coursework

| Course   | Title                                                                 | Credits
<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>EDS 255</td>
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<td>EDS 256</td>
<td>Survey of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 258B</td>
<td>Foundations of Instruction: Learning Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>EDU 272</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>EDU 274</td>
<td>Structured English Immersion Foundations</td>
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#### Methods Coursework

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#### Methods Electives (choose two)

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<tbody>
<tr>
<td>EDU 285</td>
<td>Secondary Teaching Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credit Hours

- *Courses that require a 10-hour Practicum*
- **Courses that require a 15-hour Practicum**

**Total: 46 Credit Hours**
### Program Progression

The following steps must be completed in order:

- Step 1 – Program Initial Entry Requirements
- Step 2 – Foundation Coursework
- Step 3 – Formal Admission to the Program
- Step 4 – Methods Coursework
- Step 5 – Student Teaching (Internship)
- Step 6 – Graduation
- Step 7 – Arizona State Certification

#### Step 1: Program Initial Entry Requirements

Students must complete the following prior to registering in Program coursework:

- Submit or update (if previous attendance at Pima Community College was more than three years ago) an Application for Admission to PCC.
- Take the appropriate Program-approved Writing Assessment (Please refer to the Assessment Testing section that follows).
- Take the Program-approved Math Assessment (required only for students seeking General Education Elementary, Special Education Cross-Categorical and Learning Disabilities Certification).
- Complete the Post-Degree Teacher Certification Program Orientation.
- Provide official (sealed) or unofficial transcripts as proof of an earned bachelor’s degree or higher from a college or university accredited by any of the regional accreditation commissions listed in the current Pima catalog. For a degree earned through coursework taught in a language other than English, please refer to the Foreign Transcript section that follows. Please note that an official (sealed) transcript will be required for Formal Admission, Step 3.
- Achieve a score of 500 or better on the TOEFL test if a non-native English speaker and bachelor’s degree was earned in a language other than English (Please refer to the TOEFL section that follows).
- If applicable, begin the process to transfer up to nine credit hours of equivalent coursework (Please refer to the Transfer of Credit section in Step 2).

### Special Notations

- **Program Communication** - The MyPima student e-mail and the online Teacher Education Group site are the official means of communication for the Post-Degree Teacher Certification Program. Program students are responsible for all information shared through both of these mediums.

Joining the Teacher Education Group site is mandatory and will be verified by the members list on that site.

- **Technology Requirements** - All students entering the Post-Degree Teacher Certification Program must have an Internet-capable computer (or access to one), and be competent with software such as Microsoft Office. In addition, students must be able to perform basic computer functions such as e-mailing, uploading and downloading documents, and Web searching. The College offers basic technology courses such as CSA 100 Computer Literacy, CSA 101 Computer Fundamentals or CSA 120 Word Processing: Word. Consult an Advisor for assistance with course selection.

- **Fingerprint Clearance** - Students who don’t have a fingerprint clearance card are strongly encouraged to apply for an Identity Verified Print (IVP) fingerprint clearance card immediately after attending the orientation. If an existing card was issued after January of 2008, it must be an Identity Verified Print (IVP) fingerprint card. It is important to obtain a fingerprint clearance card as quickly as possible since it is required that students have a valid card in order to participate in Practicum placements.

- **Re-entry for Inactive Students** - Students who have not completed Program courses for 24 months from the end date of their last class will be considered inactive in the Program. In order to re-enter the Program, they must complete another orientation. A meeting with the Program Advisor prior to registering for additional Program courses is strongly recommended. Upon re-entry, students will need to meet the requirements of the most current Post-Degree Teacher Certification Program Student Handbook.
Assessment Testing

As part of our agreement with the Arizona Department of Education (ADE), all students must participate in assessment testing prior to registering for courses in the Post-Degree Teacher Certification Program. Testing is free and is an important element in developing a plan of study.

Scores obtained on the required assessment tests are used to verify minimum competency standards for Program admission. Although all students must possess a college degree, success in the Program is dependent upon verified foundational skills.

Assessment Requirements

Assessments must be taken prior to registering for any Program course.

- **Writing**: All students must take the Writing Assessment required by the Post-Degree Teacher Certification Program to determine current writing skills. The assessment must be taken during the Initial Entry phase of the Program and is available at any PCC campus.

- **Math**: General Education Elementary, Special Education Cross-Categorical or Learning Disabilities Certification students must also take the Math Assessment required by the Post-Degree Teacher Certification Program to ensure current math competencies. The assessment must be taken during the Initial Entry phase of the Program and is available at any PCC campus.

Results are available immediately upon completion of the assessment(s). Students should make an appointment with the Program Advisor for a detailed interpretation of each assessment.

Students must register for and successfully complete a Program class within two years of taking the Program-approved Math Assessment. If the time period between the Math assessment and registration for Program classes exceeds twenty-four calendar months, then reassessment will be required. The Program-approved writing assessment is valid for eight years.

Assessment Results

Assessment requirements are satisfied by:

- Writing: Placing into Writing 101
- Math: General Education Elementary and Special Education Cross-Categorical or Learning Disabilities students placing into Math 122 or higher

Remediation Plan

Students who do not achieve the required assessment scores should meet with the Program Advisor to establish a remediation plan. Those students who choose to improve their skills through self-study or coursework must retake and achieve the required placement before they are formally admitted (Step 3) to the Program. Students are limited in the number of times they can retake; it is important to see the Program Advisor prior to retaking to ensure compliance with PCC’s retesting policy.

Foreign Transcripts

Transcripts from a college or university outside of the United States must be evaluated by an appropriate foreign transcript evaluation agency prior to registration in any Program coursework. Pima’s Community Campus Teacher Education Office can provide students with contact information for foreign transcript evaluation. Agencies charge a fee for this service.

TOEFL

Non-native English speakers who have completed a bachelor’s degree taught in a language other than English are required to achieve a score of 500 or better on the TOEFL test prior to taking any Program course. Non-native speakers who hold a bachelor’s or higher degree from a college or university where coursework was presented solely in English do not need to take the TOEFL examination. Two types of TOEFL exams are offered:

1. **Institutional TOEFL**

   - Offered by appointment at the Pima Community College International Student Service Office (ISSO) on the West Campus (520.206.6732).
   - Please contact the ISSO for fee information.
   - May not be forwarded to other institutions.
2. **International TOEFL**

- Offered at the University of Arizona Testing Center (520.621.7589). [www.CESL.arizona.edu/toefl.html](http://www.CESL.arizona.edu/toefl.html)
- Please contact the University of Arizona Testing Center for fee information.
- May be forwarded to other institutions

**Step 2: Foundation Coursework**

The purpose of Foundation courses is to provide students with the underlying professional knowledge needed in essential areas. At least six of the 13 credit hours required for Formal Admission (Step 3) must be taken at Pima Community College. A grade of C or better is required in each course. In addition, students must maintain an overall Program grade point average of 3.0.

Some Foundation courses require 10 hours each of practicum in an appropriate Grade K-12 classroom under the supervision of an experienced, certified teacher. More information can be found in the Practicum section of this Handbook.

**General Education Elementary and Secondary**

Students must complete at least 13 credit hours in Foundation coursework before being formally admitted to the Program and registering for any Methods courses.

**Special Education**

**Cross-Categorical and Learning Disabilities**

Students must complete at least 13 credit hours in Foundation coursework before being formally admitted to the Program and registering for any Methods course.

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**Arizona Educator Proficiency Assessments (AEPA)**

The Arizona Educator Proficiency Assessment (AEPA) is required by the State of Arizona for certification and consists of two parts, the Professional Knowledge exam and the Subject Knowledge exam. The testing schedule, along with registration and free online study guides/practice tests are available at [www.aepa.nesinc.com](http://www.aepa.nesinc.com). Printed study guide purchase information is also available at this site. Toward the end of Step 2 in the Program, General Education Elementary students should take the Professional Knowledge AEPA #91. General Education Secondary students need to take the Secondary Professional Knowledge AEPA #92. Special Education students must take the Elementary Professional Knowledge AEPA #91 upon completion of Step 2.

Prior to Formal Admission, students must pass the following AEPA Subject Knowledge exams:

- General Education Elementary students: Elementary Education Subject exam #01.
- General Education Secondary students: Appropriate Secondary Subject exam.
- Special Education students: Not required to pass an AEPA exam.

Entry into Student Teaching (Step 5) is dependent upon proof of passing scores on the Subject Knowledge and Professional Knowledge AEPA exams. General Education Elementary students who plan to teach seventh and/or eighth grade must also pass the AEPA Middle Grades exam in the appropriate subject area prior to beginning Student Teaching.

The AEPA scores are available five weeks after an exam has been taken. It is essential for each student to carefully plan the timing of the exams so Formal Admission and Student Teaching are not delayed.

**Note:** Passing scores on all AEPA exams needed for Arizona teacher certification are required for graduation from the Program.
Transfer of Credit

A maximum of nine semester hours may be transferred from another institution into Pima Community College’s Post-Degree Teacher Certification Program. Students are strongly encouraged to begin the transfer process immediately. All transfer credits must appear on the student’s PCC transcript prior to beginning Student Teaching. Each course being petitioned for transfer must:

- be earned from a college or university accredited by any of the regional accreditation commissions listed in the current Pima catalog;
- have received a grade of C or better;
- have been completed within the last eight years.

Students wishing to transfer credit to Pima Community College should work closely with and obtain forms from an advisor. Students must submit sealed, official transcript(s) along with the required Course Transfer Petition form, attach course descriptions and also may need to provide course syllabi/outlines of courses to be transferred. Course descriptions and other relevant information often can be located through the university Web site where the course was taken. These documents should be sent to:

Teacher Education Program
Pima Community College
Community Campus
401 N. Bonita Ave. - A250
Tucson, AZ 85709-5045

The Education Department Chair evaluates transcripts for transfer of credit, and students will be notified of the decision. Students should note that the transferred courses will not be averaged into PCC’s cumulative grade point average.

Step 3: Formal Admission to the Program

Students must achieve a 3.0 GPA and repeat all Program coursework with D or F grades to obtain a minimum grade of C. All completed Program coursework must be have a grade of C or higher prior to Formal Admission.

Students should contact the Program Advisor when they are nearing completion of Step 2 to verify that all Formal Admission requirements have been met. Students must specifically request Formal Admission.

Formal Admission Requirements

Requirements for Formal Admission to the Program:

1. Official (sealed) transcripts verifying an earned bachelor’s or higher degree from a college or university accredited by any of the regional accreditation commissions listed in the current Pima catalog.
2. A copy of a valid fingerprint clearance card. If the card was issued after January 1, 2008, it must be an Identity Verified Print (IVP) fingerprint card.
3. General Education Secondary students: Passing score on the appropriate AEPA subject examination. If a content area does not have a subject exam, then students must have 24 semester hours in the content area in which certification is desired, from an accredited college or university. These credit hours must be approved by the Post-Degree Teacher Certification Program.
4. All applicants: Place into Writing 101 on the Program-required Writing Assessment.
5. General Education Elementary and Special Education students: Place into Math 122 on the Math Assessment required by the Post-Degree Teacher Certification Program.
6. General Education Elementary and Secondary students: A passing score on the appropriate AEPA Subject Knowledge Exam(s). Students need to consult a Program advisor for information on AEPA requirements.
7. If an appropriate teacher qualification subject test(s) from another state is accepted by the ADE (www.ade.az.gov/), the test(s) also will be accepted by the Program with appropriate documentation provided by the student.
8. General Education Elementary and Secondary Students:
   Complete any 13 credits in Program Foundation courses that are required in your specific program of study. Students must be formally admitted to the Program prior to registering for Methods courses.
9. Special Education 46-Credit Cross-Categorical and Learning Disabilities Students:
   Complete any 13 credits in Program Foundation courses that are required in your specific program of study. Students must be formally admitted to the Program prior to registering for Methods courses.
Step 4: Methods Coursework

Upon formal admission to the Program, students are eligible to enroll in Methods courses. Methods courses introduce students to curriculum development and best practices for translating educational theory into practice. Each Methods course requires 15 hours of practicum in an appropriate Grade K-12 classroom under the supervision of an experienced, certified teacher. More information can be found in the Practicum section of this Handbook.

Step 5: Student Teaching/Internship (EDS/EDU 290)

All students must achieve a 3.0 GPA, remediate all Program coursework with D or F grades to a minimum grade of C, and complete Program coursework with a grade of C or higher prior to Formal Admission.

Student Teaching constitutes the final step in the Post-Degree Teacher Certification Program. Satisfying this requirement is necessary to graduate from the Program as well as be certified by the ADE. Two options are offered for completing the Student Teaching requirement.

Option 1 – Student Teaching Waiver (EDS/EDU 290)

Students may seek to waive EDS/EDU 290 for Pima graduation requirements if the following conditions have been met:

- **General Education Elementary Students:** The student has taught full-time as the teacher of record for two academic school years in a pre-kindergarten-8 setting.

- **General Education Secondary Students:** The student has taught full-time as the teacher of record for two academic school years in a 7–12 or post-secondary setting.

- **All Special Education Students:** The student has taught full-time for two academic school years in an appropriate K-12 Special Education setting.

Note: Students who pursue a Student Teaching Waiver will not be eligible for an Institutional Recommendation (IR), but will be eligible to graduate from the Post-Degree Teacher Certification Program and to pursue certification through the ADE. Please see the section of this Handbook entitled Step 6: Graduation, for more information regarding the IR.

Waiver Process – Post Degree Program

A waiver for EDS/EDU 290 will be considered if the student submits the following documents to the Teacher Education Office:

- a Letter of Intent to Waive EDS/EDU 290;
- an original waiver verification letter on school or district letterhead from the district superintendent or the resource personnel director verifying two years as the full-time teacher of record for General Education applicants, and two years of full-time teaching for Special Education applicants; The letter must be signed, dated, and indicate the grade level at which the student taught. If the student is documenting experience from more than one school, letters must be obtained from each school being used to satisfy the two-year requirement. Substitute teaching does not fulfill this requirement;
- an EDS/EDU 290 Waiver form attached to the Pima Community College graduation application signed by an advisor and submitted by the graduation application deadline of the semester in which the student expects to graduate.

Waiver Process – Arizona Department of Education

A waiver of the ADE Student Teaching requirement is a separate but parallel process. Upon completion of the Program, students must provide the ADE with a waiver verification letter on school or district letterhead from the district’s superintendent or personnel director verifying two years as the full-time teacher of record for General Education applicants, and two years of full-time teaching for Special Education applicants. The letter must be signed, dated, and indicate the grade level at which the student taught. If the student is documenting experience from more than one school, letters must be obtained from each school being used to satisfy the two-year requirement. Substitute teaching does not fulfill this requirement. Copies are not accepted. Students should be aware that some states do not recognize teaching certificates obtained without completing Student Teaching.
Option 2 – Student Teaching/Internship (EDS/EDU 290)  
Traditional Pathway

Student Teaching is a nine-week (47 classroom days), full-time teaching assignment in an approved Grade K-12 setting. **STUDENTS MAY NOT ARRANGE THEIR OWN PLACEMENTS.** The following requirements must be completed before students begin Student Teaching:

- all Program coursework completed in full with grades of C or better and a Program GPA of 3.0 or better;
- all required artifacts must be posted in TaskStream (Please refer to the TaskStream section in this Handbook);
- a Student Teaching Application submitted by the appropriate deadline;
- attend a mandatory Student Teaching Orientation. Please refer to the Student Teaching Orientation and Placement section later in this Handbook. Failure to attend an Orientation may cause Student Teaching to be moved to the following semester;
- proof of passing scores on all required AEPA tests; Students need to work closely with the Program Advisor to determine appropriate AEPAs. In a content area without a Subject Knowledge Test, proof of 24-credit hours is required as determined by Program evaluation.
- if other teacher qualification tests required by another state are accepted by the ADE, those tests also will be accepted by the Program with appropriate documentation provided by the student;
- internships completed at a middle school may require an additional AEPA test.

**Contracted Internship/Student Teaching**

Contracted Student Teaching is an option for any student who has secured a full-time position at the appropriate grade level and approved content area(s) for which he/she is pursuing certification. Contracted Student Teaching does not include a Cooperating Teacher. The Supervising Teacher will conduct weekly observations of the Student Teacher. All of the requirements for a traditional Student Teaching experience must be met.

Under this option, the student may teach full-time while completing Student Teaching. General Education Secondary students must be teaching their previously approved subject area. Special Education students must be teaching in a classroom appropriate to the certification they are pursuing. All requirements for a Traditional Pathway Student Teaching must be met in order to enter a Contracted Internship.

**Student Teaching Application**

Information regarding the Student Teaching application process, including the actual Student Teaching Application, will be made available to students in the Teacher Education Group site two to three months before the application.

The Student Teaching Application consists of two parts, both of which must be signed and submitted to the Program Advisor by the application deadline.

- Part 1 is an application form that must be completed by the student.
- Part 2 will be completed during a mandatory file review with the Program Advisor. Students must make this appointment well in advance of the application deadline.

Applications must be submitted to the Program Advisor by the appropriate deadline:

**February 10 - Fall Student Teaching**  
**September 10 - Spring Student Teaching**

**Note:** Failure to meet with the Program Advisor and submit the entire application by the deadline will cause Student Teaching to be moved to the following semester.
Student Teaching Orientation

Students must submit the following documents at the required Orientation:

- Valid Arizona fingerprint clearance card. If the card was issued after January 1, 2008, it must be an Identity Verified Print (IVP) fingerprint clearance card.
- TaskStream-generated lesson plan based on Arizona State Standards and geared toward the grade and content specialty for which the student is seeking certification. The Student Teaching Coordinator will evaluate the lesson plan in order to partially assess the student’s readiness for Student Teaching.
- Two Student Teaching Recommendation Forms attesting to the student’s readiness to participate in Student Teaching. The recommendation form may be completed by a Mentor Teacher with whom the student has worked, a Program instructor, or an education professional who has directly observed the student working with school-aged children.

Student Teaching Placement

- Every effort will be made to place students in their preferred teaching locations, if appropriate. However, the placement arranged by the Student Teaching Coordinator will be considered final. Student Teachers may not arrange their own placements.
- Student Teachers should be flexible in accepting placements in alternative, charter or private schools due to the limited number of placements available in public schools.
- Student Teachers have 24 hours to contact their assigned Cooperating Teachers once advised of the assignment. Failure to contact a Cooperating Teacher may result in Student Teaching being moved to the following semester.
- Students seeking an out-of-county Student Teaching placement are responsible for securing their own placement. The Student Teaching Coordinator must approve this placement and receive formal approval from the receiving school’s principal. Evaluations will take place through the use of video recording that is the responsibility of the student.

Attendance Expectations and Absence Policy

- Student Teaching is a nine-week (47 classroom days), full-time commitment.
- No more than two absences will be allowed. Additional absences will jeopardize the successful completion of Student Teaching.

Drop/Withdrawal Policy

- Students have seven calendar days from their Student Teaching start date to drop EDS/EDU 290.
- After the drop period, students may withdraw and receive a W grade only until the withdrawal deadline. Withdrawals must occur in person at any campus. Students should contact the Teacher Education Office for the official withdrawal deadline.

Student Teaching Experience

Before Student Teaching, students will meet at the assigned school with their Supervising and Cooperating Teachers. During this meeting the Student Teaching Handbook will be reviewed, questions answered and paperwork signed. Students also will learn about any specific requirements associated with their assigned school.

Meeting/Observation Schedule

The Supervising Teacher will conduct a minimum of 10 hours of face-to-face observations and meetings with the Student Teacher. Supervising Teachers generally follow a schedule similar to the chart below.

<table>
<thead>
<tr>
<th>Student Teaching Meeting/Observation Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Student Teaching</td>
</tr>
<tr>
<td>Week 2 or 3</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>Week 7</td>
</tr>
<tr>
<td>Week 9</td>
</tr>
</tbody>
</table>
Typically, Student Teachers follow the activity schedule below:

<table>
<thead>
<tr>
<th>Week</th>
<th>Aide and Support Function</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Full time 8 periods per day</td>
<td>None</td>
</tr>
<tr>
<td>Week 2</td>
<td>7 periods per day</td>
<td>1 period per day (1 formal lesson plan due)</td>
</tr>
<tr>
<td>Week 3</td>
<td>6 periods per day</td>
<td>2 periods per day (2 formal lesson plans due)</td>
</tr>
<tr>
<td>Week 4</td>
<td>5 periods per day</td>
<td>3 periods per day (3 formal lesson plans due)</td>
</tr>
<tr>
<td>Week 5</td>
<td>4 periods per day</td>
<td>4 periods per day (4 formal lesson plans due)</td>
</tr>
<tr>
<td>Week 6</td>
<td>3 periods per day</td>
<td>5 periods per day (5 formal lesson plans due)</td>
</tr>
<tr>
<td>Week 7</td>
<td>0 periods per day</td>
<td><strong>Full-time teaching</strong> (5 integrated lesson plans due)</td>
</tr>
<tr>
<td>Week 8</td>
<td>0 periods per day</td>
<td><strong>Full-time teaching</strong> (5 integrated lesson plans due)</td>
</tr>
<tr>
<td>Week 9</td>
<td>0 periods per day</td>
<td><strong>Full-time teaching</strong> (5 integrated lesson plans due)</td>
</tr>
</tbody>
</table>

**Other Requirements**

In addition to the observation and teaching responsibilities, the Student Teacher is required to submit:

- An approved introductory letter to students’ parents;
- Reflective Teaching Diaries with a minimum of three self-reflection entries per week;
- TaskStream artifacts (Please refer to the TaskStream section of this Handbook for further details);
- TaskStream-generated formal lesson plans for each hour of instruction; The required lesson plans must be sent to the Supervising Teacher per course syllabus;
- A TaskStream two-week Integrated Unit of Study to be taught during the period when the Intern Student Teacher is teaching full-time.

**Reflective Teaching Diary**

All Student Teachers are required to complete a minimum of three entries per week in a self-reflection diary throughout the Student Teaching experience. Each entry should be made on the Reflective Teaching Diary. The entries will require a general description of the activity, identification of instructional objectives, changes the student would make in the future and any other pertinent topics of reflection.

**Student Teaching Expectations**

Students should keep in mind that Student Teaching is comprised of real-life situations requiring advanced skills in communication, problem-solving and patience. Students will find that some days may be very difficult and may result in self-doubt and concerns about their abilities. Students also will find many opportunities to excel in demonstrating the skills and theoretical knowledge gained through this Program’s coursework and practicums. Please also keep in mind that Cooperating Teachers are experienced professionals whose intentions are to prepare future teachers for success.

Student Teachers are expected to keep an open mind, maintain a steadfast commitment to their students, be open to constructive criticism, engage in frequent communication with the Supervising and Cooperating Teachers and reflect daily on classroom experiences. These are the key ingredients to a successful student teaching experience. Students should familiarize themselves with Arizona’s Professional Teacher Standards (Appendix A).

**Student Teacher Reassignment/Removal**

Student Teachers should immediately inform the Student Teaching Coordinator and the Supervising Teacher of any incidents or concerns that detract from the Student Teaching experience. Cooperating Teachers are advised to do the same. In most cases, appropriate resolutions can be found and Student Teaching need not be disrupted or discontinued.

**Student Teacher Reassignment**

Prior to the start of Student Teaching, and solely under extenuating circumstances as determined by the Teacher Education Program, students may make a one-time-only request for reassignment. Students considering such a request are required to consult immediately with the Student Teaching Coordinator. If an appropriate placement cannot be secured, Student Teaching will be postponed until the next available fall or spring session.
If a Student Teacher initiates a request for reassignment after Student Teaching has begun, reassignment will be at the discretion of the Program as described previously. Students considering such a request are required to consult immediately with the Post-Degree Program’s Student Teaching Coordinator and the Supervising Teacher.

Reassignment for any reason may occur only once during a student’s enrollment in the Program.

**Student Teacher Removal**

All students are responsible for understanding that Pima Community College or the school where a Student Teaching placement has been assigned may remove students from Student Teaching if significant problems arise. If the welfare, health, safety or academic progression of Grade K-12 students is jeopardized, the Student Teacher will be removed immediately from Student Teaching. Removal also may result from, and is not limited to, unprofessional behavior, personality conflicts, illness, excessive absences, conflicting expectations, inadequate performance or other circumstances. Reassignment will be solely at the discretion of the Program.

**Student Teaching Grades**

Students who receive a final grade of D or F in EDS 290/EDU 290 will be allowed to repeat this course only at the discretion of the Program.

The Student Teaching grade is determined in the following manner:

### Assignment Values and Grading Scale

<table>
<thead>
<tr>
<th>Assignment Values and Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter of Introduction</strong></td>
</tr>
<tr>
<td><strong>Reflective Teaching Diaries</strong></td>
</tr>
<tr>
<td>(27 entries x 10)</td>
</tr>
<tr>
<td><strong>Observation Rubric #1 (12 points x 20)</strong></td>
</tr>
<tr>
<td><strong>Observation Rubric #2 (12 points x 20)</strong></td>
</tr>
<tr>
<td><strong>Mid-term Eval./Cooperating Teacher</strong></td>
</tr>
<tr>
<td>(45 elements x 5)</td>
</tr>
<tr>
<td><strong>Mid-term Eval./Supervising Teacher</strong></td>
</tr>
<tr>
<td>(45 elements x 5)</td>
</tr>
<tr>
<td><strong>Final Eval./Cooperating Teacher</strong></td>
</tr>
<tr>
<td>(45 elements x 5)</td>
</tr>
<tr>
<td><strong>Final Eval./Supervising Teacher</strong></td>
</tr>
<tr>
<td>(45 elements x 5)</td>
</tr>
<tr>
<td><strong>Lesson plans (20 plans x 25)</strong></td>
</tr>
<tr>
<td><strong>TaskStream Artifact #13</strong> (Integrated Unit)</td>
</tr>
<tr>
<td><strong>Artifact #14</strong></td>
</tr>
<tr>
<td><strong>Artifact #18</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

- 3000 - 2700 points = 90 - 100% A
- 2699 – 2400 points = 80 - 89% B
- 2399 – 2100 points = 70 - 79% C
- Below 2100 points = 0 – 69% Fail Student Teaching
**Step 6: Graduation**

In order to graduate with an Advanced Certificate for Teacher Certification, students must meet with the Program Advisor, who will perform a graduation audit and provide the required signature. In addition, the following requirements must also be met:

1. completion of all Program requirements;
2. a Program GPA of at least 3.0 and no Program course grade below a C;
3. completed Pima Community College Graduation Application signed by the Program Advisor;
4. Passing scores on the Professional Knowledge and Subject Knowledge portions of the Arizona Educator Proficiency Assessments (AEPA), required by ADE. If teacher qualification tests required by another state are accepted by the ADE, those tests also will be accepted by the Program with appropriate documentation provided by the student: www.ade.az.gov.

The Graduation Application should be completed and submitted when the Student Teaching file review takes place with the Program Advisor. Students seeking a Student Teaching Waiver should also meet with the Program Advisor for a graduation audit and to obtain the required signature on the Graduation Application.

**Institutional Recommendation**

Students who complete all graduation requirements, including the Student Teaching/Internship (EDS/EDU 290), may receive an Institutional Recommendation (IR) from Pima. The IR is presented to the Arizona Department of Education when applying for state certification. It provides a faster, smoother and less expensive application process.

Students who waive Student Teaching are not eligible for an IR, but may graduate from the Post-Degree Program provided they meet all other Program requirements. Please refer to the section of this Handbook entitled **Step 5: Student Teaching/Internship (EDS/EDU 290)** for more information regarding the waiver process and requirements.

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**Step 7: Certification**

Certification to teach is granted by the Arizona Department of Education (ADE). Students should verify all requirements with the ADE. The State requires the following for certification:

1. an Institutional Recommendation (IR)
   
   **OR**
   
   Official (sealed) transcripts for education coursework, proof of a bachelor’s degree, and an original letter on letterhead from the district’s superintendent or personnel director verifying two years of full-time teaching at the level in which certification is desired;
2. passing scores on the Professional Knowledge and Subject Knowledge portions of the Arizona Educator Proficiency Assessments (AEPA);
3. A valid Arizona fingerprint clearance card. Cards issued after January 1, 2008 must be Identity Verified Print (IVP) fingerprint clearance cards.

**U.S. and Arizona Constitution Certification Requirement**

While it is not required for initial Provisional Certification, completion of the U.S. and Arizona Constitution requirement for Standard Certification is recommended. A course meeting this requirement is offered by Pima Community College, or students may take a proficiency exam through the Arizona Department of Education. Those students receiving Financial Aid should pursue appropriate U.S. and Arizona Constitution coursework after they have met all other Program requirements.
Required Program Elements

This section reviews two important requirements of the Post-Degree Teacher Certification Program:

- TaskStream - Electronic Portfolio
- Practicum

TaskStream - Electronic Portfolio Requirement

The Post-Degree Teacher Certification Program at Pima Community College has a requirement that all students build an electronic portfolio throughout their program of study. Electronic portfolios are selective collections of student work in electronic form. Portfolios focus on the students’ reflections of their own work, samples of work produced (known as artifacts) and documentation of assignments. Electronic portfolios may include varied media, such as text, graphics, video and audio. They are records of learning, growth and change. They also provide information to teachers and prospective employers about what students have learned or are able to do.

INTASC, CEC and Arizona Teacher Standards

TaskStream is the proprietary software program selected by the Post-Degree Teacher Certification Program to create electronic student portfolios. One advantage of TaskStream is its ability to document student work related to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the Council for Exceptional Children (CEC) standards and the Arizona Professional Teacher standards. These standards are found in the appendices of this Handbook. General Education Elementary and Secondary students will post artifacts in TaskStream that align with Arizona and INTASC standards. Special Education Cross-Categorical and Learning Disabilities students will post artifacts in TaskStream that align with Arizona and CEC standards. Many courses require posting TaskStream-generated lesson plans as well as artifacts.

TaskStream Subscription

Students must subscribe to TaskStream at the beginning of their program of study. Information on obtaining access to TaskStream and current subscription costs is available at www.taskstream.com. Failure to complete any part of the TaskStream requirements for a course, including accurately posting all artifacts within the student’s TaskStream portfolio, will result in failing that course. Only those students who have completed all artifacts required in the coursework may move forward to Student Teaching.

The Practicum Experience

The Practicum is a rewarding and informative experience for our Program students. Practica provide real-life experiences and assist students in determining if a career in teaching is appropriate. The Practicum also is a timely, deadline-driven process facilitated by a dedicated Program Coordinator. It is essential that all Program students carefully review the following crucial components and expectations before beginning the Practicum:

1. Students must submit a Practicum Placement Profile Form during the orientation process, indicating desired grade level, subject area (Secondary Certification only) and any other specific requests. Flexibility in requesting practicum sites will help expedite placement. Please note that Practicum Coordinators try to accommodate specific preferences, but profile preferences are not guaranteed.

2. Upon enrollment in a class requiring a practicum, students will receive a registration confirmation and will be given an opportunity to update the Practicum Placement Profile Form. A new Practicum Placement Profile Form must be submitted to indicate any changes and/or preferences. Practicum placements will be made based on the most recent profile information on file.

Note: Practicum placements may be delayed if school district officials are not available until after Program courses begin.

3. A copy of a current fingerprint clearance card must be on file in the Teacher Education Office prior to any practicum placement. If the card was issued after January 1, 2008, it must be an Identity Verified Print (IVP) fingerprint clearance card.
4. Students will be notified of their practicum placement by a Practicum Coordinator via e-mail. Students are responsible for keeping practicum preferences and contact information up-to-date with the Teacher Education Office.

5. All Practicum Placements are final. Once a placement is confirmed, students may not request a different placement or change their mentor placement independently.

6. Each Practicum begins the same week that the class begins. Students should contact their Mentor Teacher as soon as they receive a Practicum placement confirmation e-mail and arrange to complete the Introduction and Expectations discussion during the first week of class. During this initial meeting students also will communicate course requirements, review the contents of the Mentor Teacher Practicum Packet and arrange a schedule of visits with the Mentor Teacher.

7. Traditional Pathway students may continue with the same mentor for no more than three classes. Intern Pathway students may remain with the same mentor for the duration of the Intern Pathway Program, as long as the Mentor Teacher’s classroom is subject- and grade-level appropriate.

8. Students who are already teaching may use their own classroom(s) for a portion of the Practicum, but must spend a minimum number of observation hours in a Mentor’s classroom. All classrooms used for Practicum purposes must reflect the appropriate student, grade level and/or subject area requirements as indicated by the EDS/EDU course syllabus.

9. Falsifying a Practicum in any way may result in failing the assignment, the course, or may lead to dismissal from the Program. Students also will be governed by the Pima Community College Student Code of Conduct regarding any falsification issues.

10. All students are responsible for knowing that Pima Community College and/or the school where a Practicum placement has been assigned may remove students from the Practicum if significant problems arise.

If the welfare, health, safety, or academic progression of Grade K-12 students is jeopardized, the student will be immediately removed from the Practicum. Removal may also result from, and is not limited to, unprofessional behavior, personality conflicts, illness, excessive absences, conflicting expectations, inadequate performance, or other circumstances. Reassignment will be at the discretion of the Program.

11. Failure to be placed by the Practicum Coordinator or to complete any part of the Practicum requirement in a course will result in failing that course, regardless of grade point standing.

12. Students who live outside of Pima County must secure their own Practicum placement. Practicum Coordinators will confirm the placement through the school’s administration.

**General Purpose and Design of the Practicum:**

The Practicum is designed to give students an opportunity to:

- observe classrooms in action;
- interact with children;
- support classroom teachers;
- create lesson plans;
- implement mini-lessons or lesson plans;
- interact and discuss teaching, instructional goals and objectives with mentor teachers;
- explore career paths;
- determine if teaching is an appropriate career path.

**Practicum Hours**

- Foundation courses require 10 Practicum hours.
- Methods courses require 15 Practicum hours.
- Practicum hours must be completed in no less than three visits for Foundation courses and no less than four visits for Methods courses.
- If a student is enrolled in more than one Practicum course during the same session, the Practicum hour requirements and assignments for each course must be completed separately and in their entirety.
- Practicum hours may not be completed in advance of actual class enrollment.
Individual Mentor Feedback Forms must be submitted electronically for each class.

Students must stay in close communication with their assigned Mentor Teachers.

Students are encouraged to actively seek the guidance of their Mentor Teachers.

**Practicum Components**

Practicum courses typically include four components. The activities for these components are embedded within the practicum hours as follows:

1. Observations:
   - Conducted within the confirmed Practicum classroom;
   - Guided by focus questions developed by individual class instructors.

2. Hands-on activities:
   - Completed through specific assignments given by the student’s course instructors;
   - Fulfilled with small group work, culminating in self-reflection entries in the Reflective Teaching Log.

3. Mentor Support, Feedback and Evaluation:
   - The student and Mentor Teacher meet to complete the Introductions and Expectations Form that is available via the student’s online course. The form will be submitted by the student as part of the online class.
   - The student and Mentor Teacher meet to discuss the student’s performance at the mid-term and the Mentor Teacher electronically submits the mid-term Mentor Feedback Form. The mentor must indicate the total number of Practicum hours completed to date.
   - The student and Mentor Teacher meet to discuss the student’s overall performance in the practicum and the Mentor Teacher electronically submits the final Mentor Feedback Form. The Mentor Teacher must indicate the total number of practicum hours completed to date and must submit the form prior to the course end date. Failure to submit the final Mentor Feedback Form will result in the student failing the course, regardless of grade point standing.

**How to get the most out of the Practicum Experience:**

Each Practicum offers the student an opportunity to make a positive impression on a potential future employer.

- **Dress appropriately.** Pima Community College students should present a professional and composed appearance, at all times, to school students, teachers and administrators.
- **Use care when communicating with others.** All communication with school staff, both written and verbal, should be limited to relevant practicum-related issues. Poor grammar, use of abbreviated “texting” language, inappropriate language or sharing of unnecessary personal information is not acceptable in an academic environment.
- **Be discreet and protect private information.** Information about students or teachers is privileged and must be treated with appropriate respect for privacy.
- **Be timely and punctual.** Student Teachers are a guest at the school and the Mentor Teacher’s time is valuable!

Be professional, be appreciative and remember to say thank you!

**Practicum Forms:**

Required forms for completing the Practicum may be found online in the Teacher Education group site of MyPima, or will be provided by the instructor within the online course.
Student Services and College-wide Information

Advising

The Program Advisor is dedicated to serving the students who are enrolled in the Post-Degree Teacher Certification Program. The Advisor’s office is located at the PCC Community Campus in the Student Services Center. Advising is available Monday through Friday during regular campus hours and 7:00 p.m. two evenings per week. Students should call (520) 206-6408 to arrange an appointment.

Advising services are available for Program students from Initial Entry Requirements (Step 1) through Graduation (Step 6). It is recommended that students make an appointment shortly after beginning Program coursework (Step 2). One of the most important advising services is the development of a Pima Educational Plan (PEP) outlining Program requirements and an individualized completion schedule. Students are also required to meet with the Program Advisor for a mandatory file review prior to applying for Student Teaching.

Disabled Student Resources

Pima Community College provides reasonable academic accommodations to those students who qualify under the Americans with Disability Act (ADA). Appropriate documentation will be required to determine eligibility to receive accommodations. If students need an accommodation to participate in a class, they should contact the campus Disabled Students Resource (DSR) office at (520) 206-6688.

Registration Policies

Students must be cleared to register for Program courses. Initial registration must occur in-person with a signature from the Program Advisor or a Teacher Education Office staff member. It also is possible to receive clearance for online registration after completing all Orientation requirements. Subsequent registrations may be accomplished in one of two ways:

2. In person at any campus Student Services Center.

Adding a Course

Foundation and Methods courses are delivered in six-week sessions (five-week sessions in summer). Students wishing to add a course to their existing schedule may do so only through the two calendar days after the beginning of the session, including the first day of the session. Once cleared to register for Program courses, students may add classes through MyPima.

Dropping a Course

In order to receive a full refund, students must drop a course within five calendar days from the first day of the session. Contact the Teacher Education Office for the specific drop dates. Students may drop a course through MyPima.

Withdrawing from a Course

Student may withdraw from a course after the drop deadline. Withdrawing will place a “W” on the student’s transcript and no refund will be given. Students must complete the withdrawal process in-person at any Pima Community College campus or center. Students should call (520) 206-6566 or e-mail teachereducation@pima.edu to confirm withdrawal deadlines.

Student Records and Directory Information

The Family and Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records. Certain directory information is excluded from this law and may be disclosed at the discretion of the College. Public directory information includes a student’s name, field of study, dates of attendance, and date of graduation.

Withholding Directory Information

Students who wish to have directory information withheld by the College must complete a written request and submit it to any campus Admissions and Registration office.
Updating Directory Information

Students may update their addresses, phone numbers, and other directory information through MyPima.

Tuition and Fees

All fees apply only to Arizona state residents. Out-of-state students or students who cannot show proof of residency should consult with an Advisor for fee assessments.

Tuition and Fee Schedule

2010-2011 Tuition and Fee Schedule

Current and out-of-state tuition costs are available on the Pima Community College Web site, www.pima.edu. Click on Getting Started, Paying for College, then Costs & Payments. Some Program courses charge additional course fees.

TaskStream Electronic Portfolio: An Individual Subscription is required. Current subscription rates (one-semester, one-year or two-year) are available via www.taskstream.com.

Note: All costs are subject to change.

Rights and Responsibilities

Pima Community College and the Post-Degree Teacher Certification Program have a responsibility to parents, children and the educational community to ensure that students who complete the Advanced Certificate in Teacher Education are prepared to be successful teachers. As such, Program students are expected to meet all Program requirements and expectations, as well as the College’s ethical and behavioral standards, which apply to all Pima Community College students. In addition, Program students are expected to behave in ways that contribute to a positive learning environment for themselves and their fellow students.

Readiness to Teach

In addition to maintaining academic standards, students must also meet ethical and behavioral standards that indicate the student’s readiness to enter the teaching profession. Pima Community College and the Program use the following guidelines, standards and methods to assess students in terms of their physical conduct, academic progress and ethical behavior, as well as to identify areas of concern. Students who violate these standards or display repeated difficulty in complying with them, may be subject to disciplinary action, which may include dismissal from the Program and expulsion from the College. Students are strongly encouraged to become familiar with the documents and policies noted below.

- Pima Community College Student Code of Conduct – The complete document is online at www.pima.edu.
- NEA Code of Ethics of the Education Profession – This document can be found in Appendix E of this Handbook.
- Professional Dress Code – This document can be found in Appendix F of this Handbook.
- Grades – Please refer to the Grades section later in this Handbook for Program grade policies.

Professional Ethics and Legal Requirements

The ability to practice appropriate confidentiality and use professional judgment is key to becoming a successful teacher. Students participating in a Pima Community College-sponsored Practicum experience or Student Teaching are expected to uphold the highest standards of professionalism in all matters pertaining to students, students information and personal conduct. Several legal requirements are associated with the teaching profession. Students must comply with these requirements while participating in Practica and Student Teaching. The following are important legal requirements that all Program students should be aware of; however, other legal issues and requirements will be covered in coursework throughout the Program.

- Family and Educational Rights and Privacy Act (FERPA) – Certain student information is classified as confidential and may not be shared without written consent of a parent or guardian. Students must consult with their Mentor Teachers and Cooperating Teachers for specific information about school policies related to FERPA.
Fingerprint Clearance – All individuals working with children in public schools must have valid fingerprint clearance cards. Program students are required to have valid fingerprint clearance cards on file prior to any Practicum or Internship placement. Students are encouraged to apply for fingerprint clearance as soon as they enter the Program. They may either bring their fingerprint clearance card to be copied by Teacher Education Office personnel or provide a copy via mail or fax. If the card was issued after January 1, 2008, it must be an Identity Verified Print (IVP) fingerprint clearance card.

Academic Policies

Academic Integrity

All Pima Community College students are expected to uphold the highest standards in pursuing their educational goals. Students are encouraged to carefully review the Pima Community College Student Code of Conduct that educates and guides students to understand their responsibility for appropriate behavior and respect for others in the College community. Plagiarism and cheating are serious academic offenses that may result in dismissal from the Program and the College. Students should also become familiar with the Pima Community College Code of Academic Ethics found online at www.pima.edu.

Grades

Accessing Grades

Students may access their final course grades online at MyPima. Access to current grades, unofficial transcripts, current schedules, financial aid, registration and other useful information is also available. Students should be aware that grades are not mailed.

Grade Policy

All students must achieve a 3.0 GPA, remediate all Program coursework with D or F grades to a minimum grade of C, and complete Program coursework with a grade of C or higher prior to Formal Admission/Student Teaching.

Grievance Procedure

The Pima Community College Student Code of Conduct educates and guides students to understand their responsibility for appropriate behavior and respect for others in the College community. Students have the right to due process in responding to any complaint or College action against them, or with regard to grade disputes. Students are encouraged to attempt to resolve any concerns informally, beginning with speaking to the Pima Community College employee with whom the student has a grievance. If a resolution cannot be reached by informal means, a formal complaint process exists to address student concerns regarding the application of Pima Community College policy or procedure and formal charges related to student behavior.

Further information about the Informal Complaint Process and the Formal Complaint Process may be found in the College’s Student Complaint Processes online at www.pima.edu.

Violations of Pima Community College Student Code of Conduct and Pima Community College Code of Academic Ethics

Pima Community College Student Code of Conduct and Pima Community College Code of Academic Ethics are found online at www.pima.edu. All Post-Degree Teacher Certification Program students are held to the same standards required of any member of the Pima Community College learning community.
Appendix A

Arizona’s Professional Teacher Standards
www.ade.state.az.us

Standard 1: The teacher designs and plans instruction that develops students’ abilities to meet Arizona’s academic standards and the district’s assessment plan. The performance assessment shall measure the extent to which the teacher’s planning:

- Focuses instruction on Arizona’s academic standards
- Focuses instruction on the school’s and district’s academic standards
- Aligns curriculum with the student assessments
- Addresses any physical, mental, social, cultural, and community differences among learners
- Addresses prior knowledge of individual and group performance
- Indicates short and long term curriculum goals
- Includes appropriate use of a variety of methods, materials, and resources
- Includes learning experiences that are developmentally appropriate for learners
- Includes learning experiences that address a variety of cognitive levels
- Includes learning experiences that are appropriate for curriculum goals
- Includes learning experiences that are based upon principles of effective instruction
- Includes learning experiences that accurately represent content
- Incorporates appropriate assessment of student progress

Standard 2: The teacher creates and maintains a learning climate that supports the development of students’ abilities to meet Arizona’s academic standards. The performance assessment shall measure the extent to which the teacher:

- Establishes and maintains standards of mutual respect
- Displays effective classroom management
- Encourages the student to demonstrate self-discipline and responsibility to self and others
- Respects the individual differences among learners
- Facilitates people working productively and cooperatively with each other
- Provides a motivating learning environment
- Promotes appropriate classroom participation
- Listens thoughtfully and responsibly
- Organizes materials, equipment, and other resources appropriately
- Applies to daily practice the ethics of the profession

Standard 3: The teacher implements and manages instruction that develops students’ abilities to meet Arizona’s academic standards The performance assessment shall measure the extent to which the teacher:

- Appropriately implements a teacher-designed lesson plan
- Communicates to students specific standards and high expectations for learning
- Links learning with students’ prior knowledge, experiences, and backgrounds
- Models the skills, concepts, attributes, or thinking processes to be learned
- Demonstrates effective written and oral communication
- Uses appropriate language to communicate with learners clearly and accurately
- Uses strategies that are appropriate to students’ developmental levels
- Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
- Encourages critical thinking
- Connects lesson content to real life situations when appropriate
- Uses technology and a variety of instructional resources appropriately
- Uses a variety of effective teaching strategies to engage students actively in learning
- Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
- Provides opportunities for students to use and practice what is learned
- Adjusts instruction based on feedback from students

**Standard 4:**
The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:

- Promotes student self-assessment
- Uses a variety of appropriate formal and informal assessments aligned with instruction
- Maintains records of student work and performance and uses them to guide instructional decisions
- Offers students and parents appropriate feedback on progress toward learning expectations
- Maintains privacy of student records and performance

**Standard 5:**
The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education. The performance assessment shall measure the extent to which the teacher:

- Works with parents to enhance student learning at home and school
- Collaborates with other professionals and agencies to improve the overall learning environment for students
- Accesses community resources and services to foster student learning
- Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
- Collaborates with colleagues to achieve school and district goals

**Standard 6:**
The teacher reviews and evaluates his or her overall performance and implements a professional development plan. The performance assessment shall measure the extent to which the teacher:

- Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
- Designs and continually adapts a professional development plan for improving instruction and student learning
- Engages in activities that implement the professional development plan
- Uses employer’s documentation of his or her performance to develop a professional development plan
- Pursues professional activities to support development as a learner and a teacher
Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards. The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

- Skills and concepts related to the subject area
- At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts
- At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach
- Major facts and assumptions that are central to the discipline
- Debates and the processes of inquiry that are central to the discipline
- Integration of disciplinary knowledge with other subject areas
- Connections between knowledge of the subject area and real life situations at the level of the students being taught

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning. The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

- A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking
- Certification at the secondary level
- Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas
- Principles and techniques associated with various instructional strategies
- Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
- Methods for recognizing and accommodating exceptional children
- Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
- Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
- Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts
- The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
- Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
- Services and resources to meet the needs of exceptional children and how to access the services and resources
- Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
- Laws and ethics related to student, parent, and teacher rights and responsibilities
Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs. The performance assessment shall measure the extent to which the special education teacher:

- Demonstrates knowledge of disabilities and their educational implications
- Demonstrates knowledge of state and federal special education laws, rules, and regulations
- Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning
- Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability
- Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques
- Utilizes paraeducators and paratherapists effectively through training and supervision

Appendix B

The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards www.ccsso.org

“What teachers know and can do makes the most difference in what children learn.”
- Linda Darling-Hammond

These standards reflect the requisite knowledge, skills, and attitudes necessary for new teachers starting their careers.

1. Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Key Indicators - The candidate:

- demonstrates an understanding of the central concepts of his or her discipline;
- uses explanations and representations that link curriculum to prior learning;
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery;
- engages students in interpreting ideas from a variety of perspectives;
- uses interdisciplinary approaches to teaching and learning;
- uses methods of inquiry that are central to the discipline.
2. Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

Key Indicators - The candidate:
- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development;
- creates relevance for students by linking with their prior experiences;
- provides opportunities for students to assume responsibility for and be actively engaged in their learning;
- encourages student reflection on prior knowledge and its connection to new information;
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

3. Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Key Indicators - The candidate:
- designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs;
- selects approaches that provide opportunities for different performance modes;
- accesses appropriate services or resources to meet exceptional learning needs when needed;
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes);
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments;
- creates a learning community that respects individual differences.

4. Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Key Indicators - The candidate:
- selects and uses multiple teaching and learning strategies (a variety of presentations or explanations) to encourage students in critical thinking and problem solving;
- encourages students to assume responsibility for identifying and using learning resources;
- assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

5. Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Key Indicators - The candidate:
- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities;
- engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them;
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning;
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals;
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

6. Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Key Indicators - The candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received);
- provides support for learner expression in speaking, writing, and other media;
- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation;
- uses a variety of media communication tools to enrich learning opportunities.

7. Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Indicators - The candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration;
- develops plans that are appropriate for curriculum goals and are based on effective instruction;
- adjusts plans to respond to unanticipated sources of input and/or student needs;
- fosters relationships with school colleagues, parents, and agencies in the large community to support students’ learning and well-being;
- develops short and long-range plans.

8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Key Indicators - The candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes;
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests);
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning;

- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work;

- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly;

- solicits information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

9. Reflective Practice: Professional Growth

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

*Key Indicators* - The candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice;

- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher;

- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

10. School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

*Key Indicators* - The candidate:

- participates in collegial activities designed to make the entire school a productive learning environment;

- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well-being;

- seeks to establish cooperative partnerships with parents/guardians to support student learning;

- advocates for students.
Appendix C

Council for Exceptional Children Standards
www.cec.sped.org

The CEC Special Education Content Standards are made up of ten narrative standards. These identical standards are used across all programs. Prior to moving to performance-based reviews, CEC historically used the knowledge and skills items to assure that each were taught. Typically, reviewers would check syllabi to verify where items were taught. Under the new performance-based review procedures, the knowledge and skill items will not be used in this way. Under the performance-based review procedures, it is expected that faculty will use the knowledge and skill base in the appropriate Area(s) of Specialization to inform their curriculum development to ensure that the Content standards are met. Please note that programs will not be expected to include a response to each of the knowledge and skills. Programs must respond to the ten Special Education Content Standards, not to each of the knowledge and skills. The program’s evaluation system should ensure that the program’s assessment system comprehensively addresses each of the ten standards.

Reflecting the diversity of programs in the field, CEC continues to provide options to preparation programs. CEC has disability specific knowledge and skill bases (e.g., Learning Disabilities, Emotionally and Behavioral Disorders, Visually Impaired), multi-categorical knowledge and skill bases (Individualized General Curriculum and Individualized Independence Curriculum), and age-specific knowledge and skill bases (Early Childhood). These options provide programs the flexibility to select the set of standards that most closely aligns with their program.

Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships
among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Standard 4: Instructional Strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Standard 5: Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.
Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 9: Professional and Ethical Practice

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional
growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard 10: Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

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**Appendix D**

**National Education Association**

**Code of Ethics of the Education Profession**

[www.nea.org](http://www.nea.org)

**Preamble**

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

**Principle I: Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator —

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student’s access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
   a. Exclude any student from participation in any program.
   b. Deny benefits to any student.
   c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

**Principle II: Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

*Adopted by the NEA 1975 Representative Assembly*
Appendix E

Professional Dress Code

Professional Dress Code
Pima Community College
Post-Degree Teacher Certification Program

Student Interns and Practicum participants are expected to observe standards of dress and grooming appropriate for a professional in a school setting. In addition, each principal usually adopts school-specific dress codes that are consistent with district policies. Students must adhere to these codes at all times.

Practicum participants and Student Interns should keep in mind that they serve as powerful role models to the students in their classroom settings. Students will also find that practicums and internships are excellent opportunities to present themselves to administrators as committed professionals. These connections can be important advantages once students begin to search for employment.

Examples of professional attire include, but are not limited to, collared shirts, dress slacks, sweaters, skirts, dresses, and coordinated separates - attire that is typically described as “dress casual.”

Minimally, professional standards of dress shall observe the following guidelines:

- Clothing should be free of frays, holes, or tears and should not expose undergarments, breasts, chests, or midriffs.
- Skirts, shorts and dresses should be mid-thigh or longer.
- Pants and shorts must be worn at the waistline.
- Clothing shall not display profanity or profane or obscene gestures, nor shall it support alcohol, cigarettes, drugs or sexual activity.
- Caps or hats should not be worn inside buildings.
- Running shorts, Spandex shorts, or other exercise clothing are unacceptable except when teaching physical education or coaching.
- Rubber thongs are not acceptable footwear.
- Halter-tops, tank tops, spaghetti straps, tube tops, cut-offs and muscle shirts are unacceptable.
- Dresses, shirts, and blouses that have cutouts or see-through elements are unacceptable.
- Jewelry affixed to the nose, tongue, cheek, lip, or eyebrow is unacceptable.
- Religious dress, marks, emblems, or insignias are permissible provided they do not proselytize or disparage religion.