



**Masters in Secondary
Education Humanizing &
Culturally Affirming Teacher
(HCAT) Program
Handbook**

2023-2024



**THE UNIVERSITY
OF ARIZONA**

Welcome

The University of Arizona's Masters in Secondary Education HCAT Program is committed to providing you with a powerful, professional internship experience, allowing you to teach full time as you earn your master's degree and qualify for a Standard Professional Secondary Certificate. Throughout the program, you will have mentoring support for guidance and direction in the classroom. You will also have access to faculty, staff, and experienced, knowledgeable teachers who create a supportive learning community. The centerpiece experience in the program is the Teacher Education Seminar (TES), held monthly on Saturdays, during which you will engage in coursework relating to your teaching, collaborate with other interns, and deepen understandings and connections through interaction with faculty. You will form close bonds with your fellow learners, who will continue to be part of your teacher network for years to come.

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

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Program Overview

Our Vision

We envision a world in which children in Arizona have access to high quality education.

Our Mission

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



Our Guiding Principles

1. **Constructivism:** Constructivist learning theory informs the structure and content of our courses and our approach to teaching and learning. Whenever possible, faculty model constructivist teaching practice in their courses.
2. **Equity Literacy:** Equity Literacy is an “approach to diversity or multiculturalism that relies more on teachers' understandings of equity and inequity and of justice and injustice than on their understanding of this or that culture. The idea is to place equity rather than culture at the center of the diversity conversation.”
3. **Teaching and Learning:** The faculty commitment to *teaching* ensures that courses in the program are centered on student learning and carefully designed to prepare emerging teachers with the skills they need to grow as teachers.
4. **Partnerships:** Deep partnerships with local schools and the participation of local master teachers in the preparation of teaching interns ensures a robust democratic learning community that models classroom practices for emerging teachers.
5. **Context-specific Preparation:** Coursework content and pedagogy are directed at school-embedded practices in partner border schools. Our *context-specific* conceptual framework informs the program design and the content of coursework.
6. **Pedagogical Content Knowledge:** A focus on pedagogical content knowledge supports emerging teachers' ability to translate deep content knowledge into classroom learning.
7. **Action Research.** Participatory action research is the research framework used in the program, which prepares teachers to adopt a *stance of inquiry* in their own classrooms. Action research used in the classroom with middle and high school students, is also referred to as, “Youth Participatory Action Research.”
8. **Culturally Sustaining Pedagogy:** Culturally sustaining pedagogy seeks to sustain linguistic, literate, and cultural pluralism as part of the democratic project of schooling.
9. **Teacher Leadership:** Our commitment to preparing teachers to be leaders informs the structure of work our teaching interns do and also develops among interns a collaborative learning community with an emphasis on peer-to-peer learning and coaching.

Equity Literacy (EL) serves as a core theoretical and practical concept in which teaching interns will engage. In addition to a standalone course, EL will be included in other courses and your teaching experiences.



Equity Literacy: An Introduction

by Paul C. Gorski for EdChange <<http://www.edchange.org>>
Revised April 29, 2014

Defining Equity Literacy

Equity Literacy refers to the knowledge and skills that enable us to recognize, respond to, and redress conditions that deny some students access to educational and other opportunities enjoyed by their peers. The Equity Literacy framework was constructed with an acknowledgement of both the strengths and limitations of existing frameworks for engaging the full diversity of youth in schools. Most particularly, it was constructed out of concerns with frameworks, such as “cultural competence,” that focus on “culture” instead of “equity” and as a result mask the inequities that plague schools and other organizations. It is based on the reality that equitable educators must be proficient, not just with culture, but with the skills necessary to be a threat to the existence of inequity in their spheres of influence.

Equity Literacy Abilities

1. Ability to **Recognize** biases and inequities, including subtle biases and inequities
2. Ability to **Respond** to biases and inequities in the immediate term
3. Ability to **Redress** biases and inequities in the long term
4. Ability to **Create and Sustain** a bias-free and equitable learning environment

Examples of Associated Skills and Dispositions

- Equity literate educators:
- notice even subtle bias in materials, classroom interactions, and school policies;
 - know and teach about how notable people in their content disciplines used their knowledge to advocate for just or unjust actions or policies; and
 - reject deficit views that locate the sources of outcome inequalities (like test score disparities) as existing within the cultures of, rather than as pressing upon, low-income families.
- Equity literate educators:
- have the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school;
 - cultivate in students the ability to analyze bias in classroom materials, classroom interactions, and school policies; and
 - foster conversations with colleagues about equity concerns at their schools.
- Equity literate educators:
- advocate against inequitable school practices, such as racially or economically biased tracking, and advocate for equitable school practices;
 - never confuse *celebrating diversity* with *equity*, such as by responding to racial conflict with cultural celebrations; and
 - teach, in relevant and age-appropriate ways, about issues like sexism, poverty, and homophobia.
- Equity literate educators:
- express high expectations for all students through higher-order pedagogies and curricula;
 - consider how they assign homework and communicate with families, understanding that students have different levels of access to resources like computers and the Internet; and
 - cultivate a classroom environment in which students feel free to express themselves openly and honestly.

Excerpted from Paul C. Gorski’s book, ***Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*** (Teachers College Press, 2014).

Academic Program Highlights

In the Masters in Secondary Education HCAT Program, you will complete 51 units over a two-year period while teaching full time. You will take online courses during both summers of your two-year enrollment. Program highlights include:

Our Commitment to our 6 -12 Students

Our work takes place in Arizona and the borderlands of Arizona. This context demands a deep willingness on the behalf of teaching interns to understand and make a positive impact in the politically complex and rich linguistic, cultural, and bi-national communities on the border. It is this understanding that must drive daily teacher actions and decision-making that directly impact middle school and high school students. As the United States becomes a more multicultural country, the understandings and dispositions that teaching interns develop will serve them well wherever they choose to teach.

Teacher Education Seminars (TES)*

The centerpiece experience in the program is the mandatory Teacher Education Seminar, held monthly on Saturdays, which will bring you together with other teaching interns, expert teachers, and faculty. The TES provides an opportunity for you to participate in a professional learning community and to build your teaching skills through collaboration. Coursework during the school year is embedded into the work of the TES sessions. In your second year, you will take on a leadership role in these seminars, guiding first-year teacher learning.



The Cohort Experience

The collegiality the cohort experience fosters the development of a professional network that is vital to all teachers (especially new teachers). Participation in the TES sessions will give you the opportunity to build network connections. During the seminars, you will be encouraged to share ideas, knowledge, and experiences – particularly those that take place in your classroom. You will have the opportunity to plan collaboratively as well as planning for teaching using an interdisciplinary approach. Perhaps of greatest benefit, you will find strong support within the cohort for the challenging task of balancing school, family, and teaching responsibilities.



Capstone / Action Research Project

All teaching interns complete *Action Research* projects, carried out in classrooms. Research for this project is supported during your second year in TLS 570 Introduction to Educational Research and TLS 597R Action Inquiry Workshop. The project provides an opportunity for you to develop a stance of inquiry as a classroom teacher.

Coaching, Mentoring, and Close Collaboration with Schools

During the program, you will experience coaching and mentoring through classroom observations, reflective assignments, and analyses of your teaching practices. You will also be assigned a school-based site mentor who will provide guidance and support at your school site. You will meet with your site mentor to discuss planning, classroom management, professional development, district regulations and responsibilities, and other aspects of teaching.

Employment Facilitation Support

While in the program, you will receive support as you secure a teaching position.

1. While it is your responsibility to research available positions and to apply for teaching positions, program support staff can provide information about school districts, schools, application processes, and sometimes specific openings.
2. At the onset of the program, you will obtain an Alternative Teaching Certificate that will enable you to be hired by a school district.
3. Once you have secured a teaching position, you will work closely with program support faculty and staff as well as your designated school Site Mentor. During the Teacher Education Seminars (TES), your coursework will be linked closely with your teaching position.

Coaching and Mentoring*

As a first year teaching intern in the program, you will be assigned an instructional coach/program supervisor who will provide support. The program support will continue through your second year. Your coach/program supervisor will communicate with your school site mentor, assessing your individual needs and facilitating methods to incorporate your district's unique institutional requirements.

- You can expect a minimum of four classroom observations in the first semester of your first year and two observations in your second semester. In addition, you will have an assignment involving videotaping your teaching. This activity will connect to a self-reflection and self-assessment process. During your second year, you will have a minimum of two observations and a summative conference in the first semester, and four observations with collaborative midterm and final evaluations in your final semester.
- Observation forms will be completed for each classroom visit for an ongoing assessment of your growth toward competence in the Arizona InTASC Standards. You can expect to receive ongoing feedback and direction toward the standards from your coach/program supervisor.

Ultimately, the goal of the coach/program supervisor is to offer you support in achieving success and confidence in your own unique classroom environment. The support of the coach/program supervisor is an integral part of the professional teaching and learning environment fostered by the program.

School Site Mentors

The selection of Site Mentors is done through partnerships with partner school districts. Program faculty and placement coordinators meet with district and school administrators to share the mission of the HCAT Program and the mentoring goals for teaching interns. The district administrators make the final determination for the site mentors, who might be a qualified classroom teacher, induction or content coach, or school administrator. Program faculty and staff determine that there is a learner-focused environment that is supportive of the program's mission and principles and that the site mentor demonstrates an understanding of the program and a desire to mentor teaching interns.

Site Mentors must hold an Arizona standard secondary teaching certificate and have a minimum of three years of teaching experience in a content-specific 6th-12th grade classroom. Classroom teachers selected as site mentors often have additional experience in teacher mentoring, cognitive coaching, and teacher evaluation.

The training and support of site mentors are provided by the HCAT Program faculty and staff. The coaches/program supervisors support site mentors by meeting with them, discussing processes, and answering questions throughout the time teaching interns are in the program. The program's smaller size and personalized approach enable the faculty and staff to build and maintain close relationships with site mentors.

Site Mentor Qualifications

Professionals are selected as Site Mentors because they are:

- Employed as an Arizona certified, full time teacher in the school in which you are teaching.
- Highly qualified and certified in Arizona with a minimum of three years of teaching experience in the aligned certification area.
- Certified in the area in which they are teaching with a major emphasis in the subject area in which the teaching intern will be teaching.
- Approved by the authorizing school and/or district administrator.
- Current in their own fields, aware of new teaching methods, and flexible and receptive to new ideas.
- Actively interested in the development of teaching interns.
- Capable of working as effective team members with the administration and instructional coaches and program supervisors for the benefit of teaching interns.
- Committed to spending time planning and preparing for instruction with the teaching intern.
- Reflective self-evaluators who strive for ongoing personal and professional growth.
- Able to communicate their knowledge of teaching and learning to others.
- Enthusiastic toward teaching and working with teaching interns.

Reasonable Accommodation Statement

Persons with disabilities, who with or without reasonable accommodation are able to complete the essential requirements of the program, will not be discriminated against because of their disabilities. Information concerning the accommodation policy can be obtained by contacting an advisor in student services.

UA Email Policy

Please be aware that during your participation in the Masters in Secondary Education Program, all electronic communications **will be conducted via your UA email**. *You are expected to monitor your university email account accordingly.*

Masters in Secondary Education HCAT Program Course Rotation 2023 – 2024

This course rotation is for teaching interns entering the program in summer and fall 2023.

First Year Summer Session 1 (June/July) This course is online

TLS 553 Classroom Management for Practicing Teachers (3 credits)

TLS 516 Structured English Immersion (3 credits)

First Year Summer Session 2 (July/August) These courses are online

TLS 566 Methods and Models of Instruction for Practicing Teachers (3 credits)

First Year Fall: These classes are part of the monthly Teacher Education Seminars (TES)**

TLS 593C Field Experience in Secondary School (6 credits)

TLS 584 Equity Literacy (3 credits)

First Year Spring: These classes are part of the monthly Teacher Education Seminars (TES)**

TLS 593C Field Experience in Secondary School (6 credits)

TLS 549 Transformative Ethnic Studies Teaching (3 credits)

Second Year Summer Session 1: (June/July) This course is online

SERP 500 Introduction to Special Learning Needs (3 credits)

Second Year Summer Session 2: (July/August) These courses are online

TLS 577: Adolescent Development (3 credits)

Second Year Fall: These classes are part of the monthly Teacher Education Seminars (TES)**

TLS 593D Field Experience in Secondary School (6 credits)

TLS 570 Introduction to Educational Research (3 credits)

Second Year Spring: These classes are part of the monthly Teacher Education Seminars (TES)**

TLS 593C Field Experience in Secondary School (6 credits)

TLS 597R Action Inquiry Workshop (3 credits)

Note: ADE required courses subject to change without notice.

**To be replaced with alternative course.*

Program Standards and Evaluation

Professional Standards – InTASC

The HCAT Program has a responsibility to the educational community to ensure individuals who are recommended to the State of Arizona for certification are competent to join the teaching profession. In order to communicate expectations for teaching interns, the faculty has adopted the **InTASC Standards**, which the Arizona Department of Education (ADE) has approved as professional teaching standards. “The Interstate Teacher Assessment and Support Consortium” (InTASC), is a consortium of state education agencies and national educational organizations dedicated to the preparation, licensing, and ongoing professional development of teachers. Its work is guided by the premise that “an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.”

Classroom observations will use InTASC standards as the basis for classroom observations by instructional coaches, program supervisors, and evaluators who visit your classroom. Consult your school site to find out what InTASC-aligned standards and instruments your site evaluator will use for your school-site evaluations.

More information on the InTASC Standards can be found at:

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

The Standards:

I. The Learner and Learning

- ❖ **InTASC Standard #1:** Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ❖ **InTASC Standard #2:** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- ❖ **InTASC Standard #3:** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

II. Content

- ❖ **InTASC Standard #4:** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- ❖ **InTASC Standard #5:** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

- ❖ ***InTASC Standard #6:*** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- ❖ ***InTASC Standard #7:*** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- ❖ ***InTASC Standard #8:*** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

- ❖ ***InTASC Standard #9:*** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- ❖ ***InTASC Standard #10:*** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Observation and Evaluation Schedule*

Assessment in the HCAT Program is an integrated, ongoing, and multifaceted process involving multiple formal and informal classroom observations and milestone evaluations. Engagement in the assessment process, including classroom visits, may involve program instructional coaches/program supervisors, site mentors, and program faculty and staff, as well as other school district administrators and personnel. *You can anticipate scheduled and unscheduled visits to your classroom and evaluations conducted throughout the program.*

The number of observations and evaluations listed are the **minimum** required. Additional observations and evaluations may be scheduled based on a teaching intern's progress and needs.

Year 1 (Instructional Coach): All observation may be pop-ins (no advance notice needed)

Semester 1 – Fall Semester – TLS 593 C
Formal Observations 4
Formal Reflections 4
Final - Last Observation

Semester 2 – Spring Semester – TLS 593 C
Formal Observations 4
Formal Reflections 4
Final - Last Observation

Year 2 (Program Supervisor): All observation may be pop-ins (no advance notice needed)

Semester 3 – Fall Semester – TLS 593 D
Formal Observations 4
Formal Reflections 4
Final - Last Observation

Semester 4 – Spring Semester – TLS 593 D
Formal Observations 4
Formal Reflections 4
Final - Last Observation

Note: Teaching interns will be formally evaluated by their school administrators according to school and district policies. Interns are asked to submit evaluations and include them as data in reflection work at the end of the year.

**As a result of the COVID19 impact on our ability to access classrooms for in person observations, the requirements for observation and evaluation are currently under review, with consideration for the State of Arizona Alternative Teaching Certificate requirements. Forms included in this handbook are subject to change. You will be asked to work with your respective district to allow faculty access to your online digital teaching platforms in order to facilitate the process.*

Observation Instrument

M.Ed. in Secondary Education Alternative Path Program 2020-2021 Teacher Observation Instrument

Date:	School Site:
Teaching Intern:	Topic:

Observations about the classroom:

1	2	3	4	5	N/A
Missed Opportunity	Attempted	Developing	Mastering	Exemplary	Not applicable to this presentation

Active learning that inspires sense-making, perseverance, and communication		Score	Comments
Focus on daily objectives			
A.	Expectations for student performance and work outcomes are evident.		
B.	Uses strategies that encourage students to make effective, efficient choices about their learning.		
Organized presentation of information			
C.	When introducing new learning, the teacher makes intentional effort to connect with students' backgrounds/prior knowledge.		
D.	Presents information in a logical sequence. Presents information using a structure that supports students' ability to classify, compare, contrast, and order solutions and concepts.		
E.	Uses a variety of teaching strategies. Differentiates lessons to accommodate different learning needs/styles. Provides appropriate opportunities for students to collaborate in pairs or small groups.		
F.	Teacher's practice promotes community building, autonomy and self-directed learning.		
G.	Uses questioning as a strategy to advance student understanding. Asks critical thinking questions: why do you think...? Or, what evidence do you have...?		
H.	When using questioning as a strategy to advance student understanding the teacher is persistent when asking students follow-up questions.		
I.	Uses the tools of technology to enhance and enrich the learning environment.		
J.	Verbal feedback is specific, accurate, focused, and elaborated, building on student responses.		
K.	Uses positive feedback in a manner that encourages students to take responsibility for their own learning.		
L.	Provides appropriate opportunities for students to lead discussions, group work, and whole class presentations.		
M.	Thinks and/or questions out loud how to approach and deconstruct a problem.		
N.	Collects data (checks for understanding) in real time and uses the results to immediately shift instruction if needed.		
O.	Motivates students who show low interest in schoolwork.		
P.	The lesson has a definite beginning, middle, and end with closure that requires students to reflect on and/or verbalize their learning.		
Classroom management			
Q.	Classroom is physically organized to facilitate student learning.		
R.	Motivates students to follow classroom rules.		
S.	Controls disruptive behavior in the classroom.		
T.	Is flexible - has a "Plan B" when things don't go as planned.		
U.	Keeps students on task on difficult assignments.		
Equity literacy teaching practices			
V.	Displays consciousness of equity in classroom environment (classroom artifacts, arrangements).		
W.	Teacher pre-plans for practicing equity in the classroom.		
X.	Teacher intentionally makes equitable classroom management decisions.		
Y.	Uses student concept learning as ground for discussions, deliberations, debates, or examinations regarding equity.		
Z.	Integrates issues of equity, including and beyond multiculturalism, into the content.		
AA.	Ensures equitable engagement by students from all backgrounds in activities.		

Revised 4/29/2020

Midterm/Final Evaluation



Teaching Intern Midterm/Final Evaluation

Teaching Intern:	Supervising Practitioner (Site Mentor):	Program Supervisor (Coach Mentor):	
School and District:	Academic Subject/Grade Level(s):	Midterm Date:	Final Date:

	1 Missed Opportunity	2 Attempted	3 Developing	4 Mastering	5 Exemplary	N/A
Rating Scale:	No evidence, missed opportunity	Introduced concept/ idea, didn't complete the execution of idea/concept	Developing, limited evidence	Consistent, proficient evidence	Consistent, exemplary evidence	Not applicable to this presentation

I. LEARNING ENVIRONMENT

	Midterm	Final
Students Represented: Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible)		
Set-Up: Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher		
Procedures: Establishes and follows norms, procedures, and routines		
Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation		
Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner		
Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful		
Respects Backgrounds: Demonstrates and promotes respect and sensitivity for all students' backgrounds		
Equity Literacy: (V) Displays consciousness of equity in classroom environment (classroom artifacts, arrangements, student work). (X) Intentionally makes equitable classroom management decisions.		

Comments on Learning Environment

Midterm	Final
Summary:	Summary:

Plan of Action:	Plan of Action:
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	1 Missed Opportunity	2 Attempted	3 Developing	4 Mastering	5 Exemplary	N/A
Rating Scale:	No evidence, missed opportunity	Introduced concept/ idea, didn't complete the execution of idea/concept	Developing, limited evidence	Consistent, proficient evidence	Consistent, exemplary evidence	Not applicable to this presentation

II. PLANNING AND PREPARATION		Midterm	Final
Complete Submitted Plans:	Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner		
Timing:	Writes lesson plans and activities appropriate for the amount of time allotted/designated		
Data & Needs-Driven:	Uses assessment data, professional judgment, and learners' needs to guide planning		
Standards-based:	When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge		
Connects Content:	Connects lesson content to: students' experiences, previous lessons within the content area, other curricular areas, and real-life situations		
Active Participation:	Plans multiple instructional strategies that ensure active participation		
Materials/Technology:	Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)		
Higher-Level Thinking:	Plans opportunities for higher-level thinking through questioning and student activities		
Accommodations:	Incorporates modifications or accommodations based on learner needs		
Sequencing:	Develops meaningful sequencing of learning experiences		
Collaborates:	Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise		
Equity Literacy: (Y)	Uses student concept learning as ground for discussions, deliberations, debates, or examinations regarding equity.		
Equity Literacy: (Z)	Integrates issues of equity, including and beyond multiculturalism, into the content. (AA) Ensures equitable engagement by students from all backgrounds in activities.		

Comments on Planning and Preparation

Midterm	Final
Summary:	Summary:

Plan of Action:	Plan of Action:

	1 Missed Opportunity	2 Attempted	3 Developing	4 Mastering	5 Exemplary	N/A
Rating Scale:	No evidence, missed opportunity	Introduced concept/ idea, didn't complete the execution of idea/concept	Developing, limited evidence	Consistent, proficient evidence	Consistent, exemplary evidence	Not applicable to this presentation

III. INSTRUCTION AND ASSESSMENT	Midterm	Final
States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout		
Equity Literacy: (X) Intentionally makes equitable classroom management decisions.		
Content Accuracy: Provides clarity and accuracy of content which includes essential information		
Academic Language: Uses academic language of the discipline accurately and creates opportunities for students to use the academic language		
Clear Instructions: Provides clear instructions verbally, in writing, and through modeling		
Flexibility: Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities		
Varied Materials: Uses varied materials, aids, models, representations (including technology), as appropriate		
Varied Delivery: Varies instructional strategy and teacher role to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.)		
Equity Literacy: (Y) Uses student concept learning as ground for discussions, deliberations, debates, or examinations regarding equity. (Z) Integrates issues of equity, including and beyond multiculturalism, into the content.		
Activities & Applications: Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications		
Student Engagement: Maximizes active participation and paces the lesson to optimize instructional time		
Equity Literacy: (AA) Ensures equitable engagement by students from all backgrounds in activities.		
Questioning: Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)		
Formative Assessments: Checks for understanding throughout lesson to monitor student learning		
Modifies Teaching: Adjusts lesson or content delivery based on student needs		
Summative Assessments: Designs summative assessments that match instruction in content, rigor, and format		
Promotes Self-Assessment: Effectively implements methods for student self-assessment and self-improvement		
Feedback: Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments		

Comments on Instruction and Assessment

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

	1 Missed Opportunity	2 Attempted	3 Developing	4 Mastering	5 Exemplary	N/A
Rating Scale:	No evidence, missed opportunity	Introduced concept/ idea, didn't complete the execution of idea/concept	Developing, limited evidence	Consistent, proficient evidence	Consistent, exemplary evidence	Not applicable to this presentation

IV. PROFESSIONALISM AND GROWTH		Midterm	Final
On Time & Professional:	Attends field experiences on time, prepared, and with a professional appearance		
Responds Timely:	Responds to communications in a timely manner and meets deadlines		
Communication:	Communicates professionally with and about members of the learning community in all forms, including social media		
Personal Issues:	Separates personal and professional issues		
Professional Conduct:	Conducts oneself professionally and ethically as an educator		
Families:	Communicates with families about instruction and individual progress		
Legal Responsibilities:	Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse)		
Collaborates:	Collaborates regularly with colleagues and members of the school community		
Receptive to Feedback:	Accepts and acts upon constructive feedback from mentors, supervisors, and administrators		
Growth:	Participates in professional learning opportunities, as appropriate		
Self-Reflect:	Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice		

Comments on Professionalism and Growth

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Teaching Intern Midterm/Final Evaluation Signature Page

Midterm Evaluation By signing below, I acknowledge participation in the midterm assessment process.

Teaching Intern Printed Name:	Teaching Intern Signature:	Date:
Supervising Practitioner (Site Mentor) Printed Name:	Supervising Practitioner (Site Mentor) Signature:	Date:
Program Supervisor (Coach, University Mentor) Printed Name:	Program Supervisor (Coach, University Mentor) Signature:	Date:

Final Evaluation By signing below, I acknowledge participation in the final assessment process.

Teaching Intern Printed Name:	Teaching Intern Signature:	Date:
Supervising Practitioner (Site Mentor) Printed Name:	Supervising Practitioner (Site Mentor) Signature:	Date:
Program Supervisor (Coach, University Mentor) Printed Name:	Program Supervisor (Coach, University Mentor) Signature:	Date:

Social Media Information

VIRTUAL WORLD & PROFESSIONAL AND PERSONAL BEHAVIOR



It is critically important to protect the privacy and identity of the students in your classroom for their protection and yours. You may not keep or publish any photos of students in a print or electronic format. School district release forms and UA Model Release forms signed by parents DO NOT waive this prohibition. Be creative in showing engagement of students and an active learning environment without identifying students.

UNDERSTAND AND FOLLOW YOUR DISTRICT PROTOCOL REGARDING PROFESSIONALISM AND USE OF TECHNOLOGY

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

- Never make disparaging comments.
- Never personally meet with a student outside of school.
- You may consider leaving your door open when meeting with students.
- Never allow your students to use your cell phone. Encourage them to use the office phone.
- Always dress professionally. Follow your school dress code protocol.

Remember, you are representing you, your school, and the HCAT Program.

Professional Growth Plan Process

Program Professional Growth Plan

On occasion, teaching interns need additional support in the development of their teaching practices. In these circumstances, the teaching interns work closely with coaches/program supervisors and faculty on the development and implementation of an individualized professional growth plan.



Masters in Secondary Education Humanizing & Culturally Affirming Teacher(HCAT) Program

Teaching Intern Professional Growth Plan

Teaching Intern Name _____ Date _____

STRENGTHS

CONCERNS AND EXPECTATIONS

(Summarize any events that may have necessitated the creation of this growth plan.)

Plan for Growth and Improvement

In order for _____ (insert Teaching Intern name) to successfully complete _____ (insert course/internship), s/he must meet all of the following expectations by _____ (insert date/year).

The following expectation(s) will be implemented immediately, beginning on the date of this conference between the Professional Growth Team and the teaching intern.

Standard(s) or Disposition(s) of Concern

(Insert references to specific standards/dispositions that are not being met.)

- | | |
|---|--|
| <input type="checkbox"/> Planning and Preparation | <input type="checkbox"/> Teaching Intern Standards |
| <input type="checkbox"/> Classroom Environment | <input type="checkbox"/> Disposition |
| <input type="checkbox"/> Instruction | |
| <input type="checkbox"/> Professional Responsibilities | |
| <input type="checkbox"/> Equity Literacy: Recognize and Respond to issues of equity in the classroom. | |

CHANGES AND EXPECTATIONS (SMART goals: S-Strategic/Specific M-Measurable, A-Attainable/Achievable, R-Realistic/Resources, T-Timeline for follow up)

(Specifically state what needs to occur for the standard(s)/disposition(s) to be met.)

Teaching Intern initials _____ Program Director Initials _____

Failure to implement any of the above expectations may lead to the teaching intern's removal from her/his course, clinical practice, or internship. As a result, the teaching intern may be unable to complete the program.



THE UNIVERSITY
OF ARIZONA

Signatures of Professional Growth Plan Team

PGT member _____ PGT member _____

PGT member _____ PGT member _____

PGT member _____ PGT member _____

Program Director _____

I have read, and been given a copy of, this document. Any comments I have are attached.

Teaching Intern Signature

Date

Final Review of Professional Growth Plan

On _____ (insert date/year), a meeting will be scheduled with the teaching intern and the program's Professional Growth Team Members. The progress with regard to the expectations listed in this document will be discussed and a decision will be made about whether the teaching intern will continue in the program.

At any time prior to or after the second scheduled meeting, if any of the members of the Professional Growth Team feel the teaching intern is not fulfilling all of her/his responsibilities, or s/he is unable to meet the expectations required by this document, a meeting will be called to inform the teaching intern that s/he will not be able to continue in the program.

If the teaching intern is unable to complete the course, clinical practice, or internship changes and expectations, the teaching intern must meet with the Program Director and schedule an advising appointment to discuss options for the future. The options may include but are not limited to (choose the appropriate options for your program and remove any that do not apply) Petitioning to withdraw from current courses and re-taking courses the following semester.

- Petitioning to withdraw from courses and petitioning for re-admittance to the program after documentation that areas of concerns have been addressed.
- Petitioning to withdraw from course program and applying to a different program.
- Other:

If a petition is not submitted, or is denied, the teaching intern will not pass the current course(s), will not continue in the program, may not be allowed to petition for re-admittance to the program, and as a result will not be recommended for certification.

Professional Growth Plan Satisfied

Not Satisfied

Submitter Signature and Date

Teaching Intern Signature and Date

Program Director Signature and Date

*Additional notes may be attached to this *Professional Growth Plan*.

Performance Recommendation



Masters in Secondary Education Alternative Path Program

Teaching Intern Performance Recommendation

(This form will be used to identify teaching interns who have demonstrated outstanding performance or a performance concern in the program.)

Teaching Intern Name _____

Program _____

REASON FOR RECOMMENDATION

(Summarize the events that led to the submission of this Recommendation.)

RELEVANT AREA (may be more than one):

- | | |
|--|--|
| <input type="checkbox"/> Planning and Preparation | <input type="checkbox"/> Program Teaching Intern Standards |
| <input type="checkbox"/> Classroom Environment | <input type="checkbox"/> School Site Policy |
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Disposition: _____ |
| <input type="checkbox"/> Equity Literacy: Recognize and Respond to issues of equity in the classroom | |
| <input type="checkbox"/> Other _____ | |

If a performance concern, describe the steps you have already taken to address this concern with the teaching intern.

Submitted by: _____ Date: _____

Position/Title: _____

Please submit this form to the Program Director.

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirement of the program, will not be discriminated against on account of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center.

Response to Recommendation



Masters in Secondary Education Alternative Path Program

Response to Recommendation

Teaching Intern Name _____

Program _____

Date of meeting with teaching intern _____

RELEVANT AREA (may be more than one):

- | | |
|---|--|
| <input type="checkbox"/> Planning and Preparation | <input type="checkbox"/> Program Teaching Intern Standards |
| <input type="checkbox"/> Classroom Environment | <input type="checkbox"/> School Site Policy |
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Disposition: _____ |
| <input type="checkbox"/> Professional Responsibilities | |
| <input type="checkbox"/> Equity Literacy: Recognize and Respond to issues of equity in the classroom. | |
| <input type="checkbox"/> Other _____ | |

Summary of the events that led to the submission of this Recommendation

NEXT STEPS

PGT Representative's signature: _____ Date: _____

Teaching Intern signature: _____ Date: _____

Program Director signature: _____ Date: _____

Please submit this form to the Program Director.

Alternative Teaching Certificate

Teaching and Learning on an Arizona Alternative Teaching Certificate

The Alternative Teaching Certificate enables you to teach full time while you are attaining a Masters in Secondary Education degree and completing requirements for an Arizona Standard Professional Secondary (6-12) Certificate. The Alternative Teaching Certificate allows you to enter into a teaching contract and receive a full-time teaching salary and benefits.

How to Apply for an Alternative Teaching Certificate

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

1. Alternative Teaching Certificate Application found at the link:
<https://cms.azed.gov/home/GetDocumentFile?id=57a4fc29aadebe130c51858f>
2. Verification of a bachelor's or advanced degree from an accredited institution.
 - Submit an **official** transcript documenting a bachelor's or advanced degree.
3. Valid IVP fingerprint card.
 - Submit a photocopy of valid Arizona IVP fingerprint card. Information on applying for an IVP fingerprint clearance card can be found at:
<https://www.azed.gov/educator-certification/fingerprint-clearance-card-ivp/>
4. Enrollment Verification Letter from the Masters in Secondary Education Program.
 - To obtain a verification letter, submit the following via email to the program's point of contact:

An Intent to Hire letter or verification of full-time teaching employment, along with the following information:

- Subject knowledge qualification (passed NES or AEPA subject knowledge exam or bachelor's or advanced degree in subject to teach) or statement that the subject knowledge exam still needs to be completed
- Name of the school in which you will be teaching in the 2023-2024 school year
- Name of school district
- All grade levels you will be teaching (such as 6th-8th grade, 10th grade, or 9th -12th grade)
- Academic subject area(s) you will be teaching

You must also be registered for or actively enrolled in program courses for the incoming or current term.

Once the information has been received and enrollment confirmed, the program's point of contact will provide a signed Enrollment Verification letter via email to include in the Alternative Teaching Certificate application. The application may be submitted through an online portal on the Arizona Department of Education (ADE) website or through the U.S. Mail. A link and mailing address that follows:

Apply online: [Educator Portal – AzEDCert](#)

Apply by Mail:

ADE – Certification

P.O. Box 6490

Phoenix, Arizona 85005-6490

Note: Applicants who are submitting an application via mail must submit payment in the form of a check or money order. Cash payments are not accepted.

5. Subject Knowledge Exam.

- In order to have an approved subject listed on the Alternative Teaching Certificate, applicants must pass the NES or AEPA secondary subject knowledge exam that aligns to the teaching subject or qualify for a waiver if the bachelor's or advance degree aligns with the subject being taught.

If the exam has not been passed, applicants will be issued an Alternative Teaching Certificate without a subject area listed.

Note: In order to qualify for a Standard Professional Secondary Certificate upon completion of the program, you must have either passed the secondary subject knowledge exam in your teaching subject or have qualified for an exam waiver based on a bachelor's or advance degree that aligns with your teaching subject.

6. Appropriate fees as listed on the Alternative Teaching Certificate application.

The initial Alternative Teaching Certificate is valid for two years and may be extended yearly for no more than two consecutive years.

IMPORTANT NOTE: If you are on an Alternative Teaching Certificate for history, government/political science, geography, or economics, **you must meet the U.S. and Arizona Constitution requirement** prior to applying for an extension to the Alternative Teaching Certificate. *Your Alternative Teaching Certificate will not be extended if you have not met this requirement.* This requirement may be met through coursework or by passing the AEPA Constitutions of the U.S. and Arizona exam.

Information on Applying for an Extension of the Alternative Teaching Certificate

Submit an extension request to the program's point of contact at least four weeks prior to the certificate's expiration date. It is your responsibility to keep your Alternative Teaching Certificate current. If you do not make satisfactory progress in the program or you do not extend your certificate before it expires, your teaching position could be in jeopardy. Refer to your certificate for your specific expiration date or look up your certificate on the Arizona Department of Education (ADE) website to see the expiration month at: <https://oacis.azed.gov/PublicOACIS/NormalPages/Educators.aspx>.

Application materials for an Alternative Teaching Certificate extension are submitted to the ADE Certification Unit. Requirements include:

1. Application to Extend an Alternative Teaching/Teaching Intern Certificate found at: <https://cms.azed.gov/home/GetDocumentFile?id=57a606fbaadebe02a4f4f3d6>
2. Valid IVP fingerprint card.
 - Submit a photocopy of valid Arizona IVP fingerprint card.
 - Submit an official transcript; **ADE does not accept unofficial transcripts.**
There are no exceptions to including your official transcript so please request it from the UA Registrar's office with sufficient time prior to your certificate expiring. The request for a transcript is an online process for a fee. For an added fee, the Registrar's office on UA main campus can provide an official transcript on a walk-in basis. **Official transcripts are only available through the UA Registrar's Office on Main Campus.** The link for more information on transcripts is <https://www.registrar.arizona.edu/transcripts/>.
Note that official transcripts cannot be released if there are charges on the UA account.
Also Note: If you are on an Alternative Teaching Certificate for history, government/political science, geography, or economics, you must also verify that you have met the U.S and Arizona Constitution requirement by taking a course or by passing the AEPA U.S. and Arizona Constitution exam.
3. Extension letter verifying satisfactory progress in the HCAT Program.
 - There is a point of contact in the HCAT Program. At least four weeks prior to the certificate's expiration date, submit the following via email:
 - Subject knowledge qualification (passed NES or AEPA subject knowledge exam or bachelor's or advanced degree in subject to teach) or statement that the subject knowledge exam still needs to be completed
 - Name of the school in which you are or will be teaching
 - All grade levels you will be teaching (such as 7th-8th grade, 10th grade, or 9th -12th grade)
 - Academic subject area(s) you will be teaching
 - Name of your Site Mentor

You must make successful progress in the HCAT program to be issued an Alternative Teaching Certificate extension. If you have a cumulative GPA lower than a 3.0, your enrollment

extension letter may be compromised. **If you are having academic difficulty during a semester, it is vital that you are proactive with your instructors to resolve any issues.**

***Once the program's point of contact has received the required information and has verified enrollment and satisfactory progress, you will receive an enrollment verification letter by email to include with your application to ADE. *Please note that processing may take up to three weeks.*

Process to Obtain an Institutional Recommendation for Certification (IR)

There are two steps to obtaining your Arizona Standard Professional Secondary Certificate once you have completed the Masters in Secondary Education HCAT Program:

- 1) Obtain an Institutional Recommendation (IR) from the point of contact in the College of Education.
- 2) Submit the IR and the other application materials for your Standard Professional Secondary Certificate to the Arizona Department of Education (ADE) office in Phoenix.

To obtain the IR:

Complete an online “IR Request Form” you will receive in an email from the point of contact in the College of Education.

To submit IR:

You will receive your IR once your degree has posted in UAccess, which can take three to four weeks following graduation. The section of the application with program specific information will have been completed for you.

You will complete the applicant side of the form in lieu of completing the certification application on the ADE website. The IR saves you half the cost of submitting the application for certification.

You may submit the IR through an online portal on the ADE website or through the U.S. Mail. A link and mailing address are below:

Apply online: [Educator Portal – AzEDCert](#)

Apply by Mail:

ADE – Certification

P.O. Box 6490

Phoenix, Arizona 85005-6490

Note: Applicants who are submitting an application via mail must submit payment in the form of a check or money order. Cash payments are not accepted.

IR Tips to keep in mind:

The IR will be issued in **one approved academic subject area and with a full SEI endorsement**. Any other approved areas and endorsements for which you may qualify are processed separately. They have additional costs and may take additional time to process.

It is ADE’s expectation that graduates of Arizona-approved teacher preparation programs meet all certification requirements prior to graduation, including passing the required state exams and meeting

the Arizona/U.S. Constitution requirement. Since the Constitution requirement is not an HCAT Program requirement, the program does not include a course. There are two ways to satisfy the requirement:

- Pass an Arizona/U.S. Constitution course at UA or another university or college that that offers it and have the official transcript ADE.
- Pass the AEPA Arizona/U.S. Constitution exam. Results will be sent to ADE.

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

OBTAIN YOUR TEACHING CERTIFICATE AS SOON AS POSSIBLE FOLLOWING GRADUATION. Your IR is valid for one year after you graduate. If you do not receive your Standard Professional Secondary Certificate within a year, your certification process will require additional documentation and double the cost of certification. ADE changes its requirements for certification on a regular basis. If you do not receive your certificate through an IR, you may have to comply with new requirements which can delay the certification process.

If you plan to move to another state, **OBTAIN YOUR ARIZONA CERTIFICATION.** It is typically easier to convert one state's certification to another than it is to meet another state's requirements if you have not gotten certified. For more information on different states' certification requirements, go to:

[Certification Map](#)

Frequently Asked Questions and Information

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

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

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

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

What are the Certification Exams?

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

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

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

In order to be eligible for the Arizona Standard Professional Secondary Certificate, all graduates of the Masters in Secondary Education Alternative Path program graduates must pass the exams required for certification (or qualify for a waiver based on degree for the subject knowledge exam).

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

<http://www.azed.gov/educator-certification/testing-information/>

Educational Organizations

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

Program Resource Portal

Program Resource Portal Links

The HCAT Resource Portal is a website that provides information, documents, and links to assist you while you are a teaching intern. On the site you will find current information about the program, including Teacher Education Seminar (TES) dates, course rotation, faculty and staff contacts, classroom observation documents, financial aid, Arizona teacher certification and testing, and more.






Home Page: <https://secondary-ed.coe.arizona.edu/>

Quick Links:

- Mission, Vision, and Guiding Principles:
<https://secondary-ed.coe.arizona.edu/guiding-principles>
- Equity Literacy (with links to readings):
<https://secondary-ed.coe.arizona.edu/equity-literacy>
- Courses and Course Rotation:
<https://secondary-ed.coe.arizona.edu/courses>
- Alternative Teaching Certificate:
<https://secondary-ed.coe.arizona.edu/alternative-teaching-certificate>
- Certification Testing:
<https://secondary-ed.coe.arizona.edu/certification-testing>
- Arizona Department of Education (ADE) List of Exams and Links:
<https://cms.azed.gov/home/GetDocumentFile?id=57d1ecc9aadebe06f881c780>
- Partnership School District Contact Information:
<https://sites.google.com/email.arizona.edu/uamedsecondaryedaltpath/partnership-districts>
- Faculty and Staff Contacts:
 - Faculty: <https://secondary-ed.coe.arizona.edu/faculty>
 - Coaching:
<https://secondary-ed.coe.arizona.edu/coaching>
 - Support Staff:
<https://secondary-ed.coe.arizona.edu/support-staff>

Program Contact Information

Masters in Secondary Education Alternative Path Program Contact Information

<p>Program Co-Director Dr. Curtis Acosta Assistant Professor acostac@email.arizona.edu Cell: 520-891-2327</p>	
<p>Program Co-Direct, Jeannette Gabaldon Lecturer/Teacher Mentor jgabaldon@arizona.edu Cell: 520-240-7691</p> <hr/>	
<p>Instructor and Academic Advisor Dr. Rick Orozco Associate Professor raorozco@email.arizona.edu 520-626-2074 Cell: 520-429-5407</p>	
<p>Recruitment/Outreach Coordinator-Instructor Dr. Jesus Jaime-Diaz jesusjaimediaz@arizona.edu</p>	
<p>Program Coordinator Alyssa Rene Lara alysarenelara@arizona.edu 520-392-5206</p>	

<p>NSF Administration and Supportive Services Ali Van Gorp Program Manager avangorp@email.arizona.edu 520-458-8278, ext. 2119 Cell: 520-266-0536</p>	
<p>Admission, Enrollment, Course Scheduling, Graduation Requirements, Financial Aid Elizabeth Urias Graduate Coordinator uriase@email.arizona.edu 520-458-8278, ext. 2188</p>	
<p>Veterans' Services Clara Gonzalez Military & Veterans Services Coordinator clarag@email.arizona.edu 520-458-8278, ext. 2167</p>	
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The information contained herein, as with our program, is part of a continuous process of analysis and improvement; the program requirements and documents may change at any time as we endeavor to update and improve the preparation of our teaching interns.

At the University of Arizona, we value our inclusive climate because we know that diversity in experiences and perspectives is vital to advancing innovation, critical thinking, solving complex problems, and creating an inclusive academic community. We translate these values into action by seeking individuals who have experience and expertise working with diverse students, colleagues and constituencies. Because we seek a workforce with a wide range of perspectives and experiences, we provide equal employment and affirmative action opportunities to applicants and employees without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status, or disability. As an Employer of National Service, we also welcome alumni of AmeriCorps, Peace Corps, and other national service programs and others who will help us advance our Inclusive Excellence initiative aimed at creating a university that values student, staff and faculty engagement in addressing issues of diversity and inclusiveness.

