



# Maricopa Educator Preparation Program Handbook

## 2024-2025

Glendale Community College  
Paradise Valley Community College  
Rio Salado College

# Bachelor of Arts, Elementary Education and Special Education (BAEE/SPED)

# Introduction

This handbook prescribes standards of conduct for teacher candidates, faculty members, and stakeholders in the Maricopa Bachelor's of Arts, Elementary, and Special Education degree program. The standards are in addition to those detailed under Maricopa Community College's Policies and Administrative Regulations. Violation of any such standard may serve as grounds for program dismissal, suspension, or other discipline. The Tri-College Leadership team (TCL) reserves the right to make program changes as needed and to change any information requirements and regulations published in this document without previous notice.

The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity,

# Table of Contents

<b>Introduction</b>	<b>1</b>
<b>Table of Contents</b>	<b>2</b>
<b>Program Overview</b>	<b>4</b>
Mission Statement	4
Administration and Key Contacts	4
Glendale Community College (GCC)	4
Paradise Valley Community College (PVCC)	4
Rio Salado College (RSC)	5
Accreditation	5
Occupational Information	5
Eligibility for Certification	5
Program Admittance Requirements	6
Lower-Division Coursework Admissions (100-200)	6
Upper-Division Coursework Admissions (300-400)	6
Conditional Admittance	6
Program Learning Outcomes	7
Course Sequence	8
Taking Courses at Multiple MCCCDC Locations	8
Sample Course Sequence	8
Professional Standards for Teacher Candidates	10
<b>Program Expectations</b>	<b>12</b>
Model Code of Ethics	12
IVP Fingerprint Clearance	12
FERPA and Confidentiality Information	13
Digital Communication and Social Media	13
State-Mandated Reporting	14
Boundary Statement	15
Academic Performance	15
<b>Process for Addressing Concerns</b>	<b>16</b>
Professional Intervention Plan	16
Academic Probation	17
Academic Suspension	17
Teacher Candidate Misconduct	17
<b>Field Experience</b>	<b>18</b>
Process for Requesting Field Experience	18
Teacher Candidate Field Experience Responsibilities	19
Field Experience Requirements	19
Field Experience Remediation	20

<b>Student Teaching</b>	<b>22</b>
Teacher Candidate Eligibility for Student Teaching	22
Process for Requesting Student Teaching Placements	22
Student Teaching as a Contracted Teacher	23
Student Teaching Requirements	23
Classroom Responsibility Progression Requirement	24
Unsuccessful Student Teaching Attempts	24
Placement Changes and/or Cancellations	25
Self-termination	26
Program/School Terminations	26
Supervising Practitioner Responsibilities	26
Supervising Practitioner Qualifications	27
Program Supervisor Responsibilities	27
Program Supervisor Qualifications	28
<b>Disability Services and Special Accommodations</b>	<b>28</b>
<b>Institutional Recommendation (IR)</b>	<b>28</b>
<b>Glossary of Terms</b>	<b>29</b>
Resources	30
<b>Acknowledgment Page</b>	<b>31</b>
<b>Appendix</b>	<b>32</b>
Professional Intervention Plan	32

# Program Overview

## Mission Statement

To develop education professionals who possess knowledge and skills that allow them to be competent in their instructional practice and prepared to meet the demands of a dynamic profession in education.

## Administration and Key Contacts

Program staff and professors are available to all teacher candidates as a resource for instruction and guidance as you prepare for the rapidly changing world of teacher education. All adjunct faculty members hold a Master's Degree and have a proven track record of successful experiences teaching in the specialized area. Individuals who teach methods courses have had PreK – 12 classroom teaching experience, continue in professional development seminars, and remain current on educational theories and trends within their specialty area.

The Bachelor of Arts, Elementary Education and Special Education (BAEE/SPED) is administered by:

### Glendale Community College (GCC)

**The GCC Teacher Education Program is housed in the Social Science Department.**

RJ Leamaster, Ph.D. Social Science Department Chair  
Lorelei Knopka, Ph.D. Vice President of Academic Affairs  
Douglas Deiss, Ph.D. Dean of Instruction

Tina Franklin, M.Ed. Program Director  
Heather Merrill, M.Ed. Residential Faculty, Academic Program Director  
Sherry Wangen, M.Ed. Residential Faculty

### Paradise Valley Community College (PVCC)

**The PVCC Teacher Education Program is housed in the Social Science Division.**

Vaswati Ghosh, Ph.D. Social Science Department Chair  
Edmond (Eddie) Lamperez, Ed.D. Interim Vice President of Academic Affairs  
Shannon Manuelito, Ed.D. Interim Dean of Liberal Arts and Sciences

Amy Boniface, Ph.D. - Educator Preparation Program (EPP) Director  
Meggin Kirk, M.Ed. - Education Program Director  
Cyndi Moore, M. Ed. - Education Program Manager  
Anicia Leon - Teacher Development Center Coordinator

## Rio Salado College (RSC)

### **The Bachelor of Arts, Elementary Education and Special Education (BAEE/SPED) is part of the Educator Preparation Programs.**

Jennifer Gresko, Ed.D. Faculty Chair - Educator Preparation Programs

Julie Ferin, M.Ed. Director, Instructional Services

Rene' Manning, M.Ed. Director Undergraduate Studies

Kimberly Tobey, M.Ed. Director, Teacher Certification Programs

## Accreditation

All the Maricopa Community Colleges are accredited by the Higher Learning Commission (HLC). The HLC is one of six regional accreditors recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (ED) to provide accreditation to degree-granting post-secondary educational institutions. For more information on accreditation status, please visit each college's page linked below.

[Glendale Community College](#), [Paradise Valley Community College](#), and [Rio Salado College](#) are [approved Educator Preparation Program](#) providers by the Arizona State Board of Education.

## Occupational Information

Graduates receiving a Bachelor's of Arts in Elementary and Special Education are eligible to teach in Arizona elementary K-8 classrooms and special education K-12 settings. Graduates are educated as generalists who deliver effective instruction and support for K-12 students and family groups and have competencies related to the art and science of teaching. Certified teachers function within the legal scope of practice and use professional standards of practice when caring for students and families. The AAEE degree provides an educational foundation for articulation into the bachelor degree setting.

## Eligibility for Certification

Graduates receiving a Bachelor's of Arts in Elementary and Special Education are eligible to apply for certification with the Arizona Department of Education. Graduates completing all prescribed coursework will qualify for an Elementary (K-8) and Special Education (K-12) teacher certification. Graduates also qualify for an SEI endorsement. Both courses qualifying for the K-5 Literacy endorsement are included in the coursework; however, the Reading Foundations exam is needed to obtain this endorsement. Certification fees and requirements are determined by and are the sole responsibility of the Arizona Department of Education.

**Felony Bar:** If a person has been convicted of a felony, the person is not eligible to apply for certification with the Arizona Department of Education. Contact the Arizona Department of Education for additional information.

# Program Admittance Requirements

## Lower-Division Coursework Admissions (100-200)

1. Admission into the lower division, Associate of Arts in Elementary Education equivalent coursework follows the [regular admissions/application](#) process for community colleges in Arizona.
2. There will not be a specific bachelor's degree application or differentiated testing, scores, or GPA requirements for general MCCCDC admissions.
3. Teacher candidates participating in the field experience a Valid Identity Verified Prints (IVP) Fingerprint Clearance Card.

## Upper-Division Coursework Admissions (300-400)

The following application will be considered for admittance to the Educator Preparation Program (upper-division coursework) within the BAEE/SPED.

1. Completion of Associate in Arts, Elementary Education (AAEE) OR coursework equivalent to requirements of Arizona General Education Curriculum (AGEC), MAT256, MAT257, EDU221, and (EED222 or EDU222).
2. Completing the Arizona Constitution and United States Constitution course(s).
  - a. GCU/POS113
  - b. (HIS103 or POS110) and POS221
  - c. POS220
3. Minimum 2.50 cumulative grade point average (GPA).
4. Valid Identity Verified Prints (IVP) Fingerprint Clearance Card
5. Names and email addresses of two professional or academic references (electronic forms will be provided to the references directly as a part of the application)
6. Passing score on the [Arizona Educator Proficiency Assessments \(AEPA\)](#), Elementary Subtest I and II

## Conditional Admittance

Teacher candidates may be conditionally admitted if they have not met all admittance requirements and may include the following:

**AEPA/NES Test Scores:** If teacher candidates have taken but have yet to pass the [Arizona Educator Proficiency Assessments \(AEPA\)/NES](#), Elementary Subtest I and II.

- Conditionally admitted students must earn a passing score on Subtest I and II by the end of their first semester in the program or with permission for an extension. Teacher candidates are not permitted to Student Teach until passing scores are submitted.

**Coursework:** If teacher candidates have not completed all prerequisite coursework.

- Teachers candidates should work closely with their advisors and program administrators to complete all prerequisite and required coursework. Failure to meet all coursework requirements may delay graduation and Institutional Recommendation (IR) needed for certification.

## Program Learning Outcomes

1. Synthesize relevant theories and educational practices to create, implement, and evaluate developmentally appropriate instruction that meets the needs of individual learners. (COM225, EDU204, EDU221, EDU222, EDU225, EDU230, EDU337, EDU367, EDU368, EDU372, EDU427, EDU428, EDU429, EDU431, EDU477, EDU487, MAT256, MAT257, SPE341, SPE343, SPE376, SPE409, SPE422, SPE424, SPE477, [CS], [FYC], [HU], [MA], [SB], [SG/SQ])

2. Collaborate with others to create and manage a safe, equitable, and inclusive learning environment for diverse learners. (COM225, EDU204, EDU221, EDU222, EDU225, EDU230, EDU337, EDU367, EDU368, EDU372, EDU427, EDU428, EDU429, EDU431, EDU477, EDU487, MAT256, MAT257, SPE341, SPE343, SPE376, SPE409, SPE422, SPE424, SPE477, [CS], [FYC], [HU], [MA], [SB], [SG/SQ])

3. Analyze data from multiple methods of assessment to monitor learning and guide instruction of general education and special education learners. (COM225, EDU204, EDU221, EDU222, EDU225, EDU230, EDU337, EDU367, EDU368, EDU372, EDU427, EDU428, EDU429, EDU431, EDU477, EDU487, MAT256, MAT257, SPE341, SPE343, SPE376, SPE409, SPE422, SPE424, SPE477, [CS], [FYC], [HU], [MA], [SB], [SG/SQ])

4. Manage the creation and implementation of Individual Educational Programs (IEPs) and 504 plans as necessary for the optimal integration and growth of learners with diverse abilities. (COM225, EDU204, EDU221, EDU222, EDU225, EDU230, EDU337, EDU367, EDU368, EDU372, EDU427, EDU428, EDU429, EDU431, EDU477, EDU487, MAT256, MAT257, SPE341, SPE343, SPE376, SPE409, SPE422, SPE424, SPE477, [CS], [FYC], [HU], [MA], [SB], [SG/SQ])

5. Collaborate with learners, families, colleagues, and community members in a way that demonstrates professional and ethical standards of behavior. (COM225, EDU204, EDU221, EDU222, EDU225, EDU230, EDU337, EDU367, EDU368, EDU372, EDU427, EDU428, EDU429, EDU431, EDU477, EDU487, FYE101, FYE103, MAT256, MAT257, SPE341, SPE343, SPE376, SPE409, SPE422, SPE424, SPE477, [CS], [FYC], [HU], [MA], [SB], [SG/SQ])

6. Practice culturally relevant pedagogy that encompasses social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students. (COM225, EDU204, EDU221, EDU222, EDU225, EDU230, EDU337, EDU367, EDU368, EDU372, EDU427, EDU428, EDU429, EDU431, EDU477, EDU487, MAT256, MAT257, SPE341, SPE343, SPE376, SPE409, SPE422, SPE424, SPE477, [CS], [FYC], [HU], [MA], [SB], [SG/SQ])

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## Course Sequence

The upper-division coursework begins after the Teacher Candidate has completed all lower-division admissions requirements or been conditionally admitted (as outlined above) and submitted and received notification of acceptance through the upper-division program application process.

The upper division coursework consists of 60 credits and includes general (EDU) and special education (SPE) courses.

The courses are structured to be taken sequentially; however, if you have any circumstances that require you to take the courses out of sequence, please discuss this with your advisor and education faculty. It's important to note that meeting the field experience requirements for a specific course is necessary to pass it successfully.

## Taking Courses at Multiple MCCCCD Locations

A student in good standing who successfully completes program courses and has met all other admission requirements may take classes between campuses on a space-available basis. It is the teacher candidate's responsibility to discuss taking courses at multiple campuses, or transferring colleges, with their advisor and education faculty to ensure the best sequence is selected and the impact on financial aid. The tri-colleges offering this degree program will share information across colleges, as applicable, regarding a student's progress, successes, and challenges. Taking degree courses at multiple campuses allows colleges to share information for programmatic success, as needed.

The process for enrolling in courses at multiple MCCCCD locations includes:

- Notify and maintain communication with program advisors, faculty, and directors of intentions to take courses in multiple locations
- Submit an application for applicable locations
- Identify a "home college" for FAFSA; which requires completion of the majority of courses at that location

## Sample Course Sequence

Suggested sample course sequence will vary by college, and be affected when teacher candidates enter the program at different times of the year or take classes on a full-time or part-time schedule. Teacher candidates must meet with an advisor to register for courses and ensure completion of all graduation requirements.

Block	Credits	Course Title	Field Experience
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1-4		Associate's Degree in Education or equivalent courses.	
5	1	EDU225 - Professionalism and Ethics in Education	
	3	EDU367 - Science of Reading, Including Systematic Phonics Instruction in Grades K-8	20 hours (grades K-5)
	3	EDU427 - Social Studies	20 hours (grades K-8)
	3	EDU372 - Educational Psychology	
	2	SPE341 - Special Education: Language Development and Disorders	
	3	SPE409 - Special Education: Law, Policy, and Practice	
6	3	EDU337 - Structured English Immersion in Grades K-8	
	3	EDU428 - English Language Arts Teaching Methods and Pedagogical Strategies for Grades K-8	20 hours (grades K-8)
	3	SPE376 - Special Education: Classroom Management and Behavior Analysis	20 hours (grades K-8)
	3	EDU204 - Fine Arts in Educational Settings	
	4	SPE422 - Special Education: Mild to Moderate Disabilities	30 hours (grades K-12)
Summer option	1	SPE343 - Special Education: Effective Collaboration and Communication Practices in Special Education	
7	3	EDU368 - Reading Instructional Practices, Interventions, and Assessments in Grades K-8	20 hours (grades K-5)
	3	EDU429 - Science Teaching Methods and Pedagogical Strategies for Grades K-8	20 hours (grades K-8)
	3	EDU431 - Mathematics Teaching Methods and Pedagogical Strategies for Grades K-8	20 hours (grades K-8)

	4	SPE424 - Special Education: Assessment and Eligibility of Exceptional Learners	
8	6	EDU 477 Student Teaching: Elementary Education (K-8)	Full-time/(8 weeks) (grades K-8)
	6	SPE477 Student Teaching: Special Education (Mild to Moderate Disabilities)	Full-time/(8 weeks) (grades K-12)
	2	EDU487 - Professional Seminar: Current Trends in Elementary and Special Education <i>(may be repeated for credit)</i>	

## Professional Standards for Teacher Candidates

The program is committed to upholding high professional expectations of teacher candidates as they represent our college communities. All coursework and program requirements, including field experience and student teaching, are designed to reflect the Vision, Mission, and Values of our colleges and MCCC.

GCC [Core Values](#)

PVCC [Core Values](#)

Rio Salado [Core Values](#)

The Arizona State Board of Education has adopted the [InTASC Model Core Teaching Standards](#). All coursework and program requirements, including field experience and student teaching, align with the InTASC standards and the [Council for Exceptional Children Teacher Preparation Standards](#).

The InTASC Standards are developed with the belief that teaching expertise can be learned and developed over time. Growth can occur through reflection on experience, feedback, and individual and group professional learning experiences.

As a teacher candidate, it is your responsibility to become familiar with the standards and work towards meeting each standard's performance, essential knowledge, and critical dispositions.

<b>InTASC Model Core Teaching Standards</b>	
	<p><b>Standard #1: Learner Development</b> 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</p>

<b>The Learner and Learning</b>	designs and implements developmentally appropriate and challenging learning experiences.
	<b>Standard #2: Learning Differences</b> 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.
	<b>Standard #3: Learning Environments</b> 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.
<b>Content Knowledge</b>	<b>Standard #4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.
	<b>Standard #5: Application of Content</b> 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.
<b>Instructional Practice</b>	<b>Standard #6: Assessment</b> The teacher understands and uses multiple assessment methods to engage learners in their own growth, monitor learner progress, and guide the teacher’s and learner’s decision-making.
	<b>Standard #7: Planning for Instruction</b> 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.
	<b>Standard #8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
<b>Professional Responsibility</b>	<b>Standard #9: Professional Learning and Ethical Practice</b> 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.
	<b>Standard #10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, collaborate with learners, families,

	colleagues, other school professionals, and community members to ensure learner growth and advance the profession.
<p>The full InTASC document can be found here:  <a href="https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf">https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf</a></p>	

## Program Expectations

### Model Code of Ethics

Teacher Candidates must comply with the Model Code of Ethics for Educators (MCEE). MCEE is a valuable resource for aspiring and practicing educators navigating the intricate landscape of K-12 education. This Code sets forth fundamental principles that promote ethical conduct, mindfulness, self-reflection, and informed decision-making. This professional code of ethics for educators demonstrates a commitment to the public's trust and upholds the integrity and respectability of the education profession.

The full MCEE document can be found here:

[https://cdn.ymaws.com/www.nasdtc.net/resource/collection/7C8FAAA3-65CF-4B6E-B0B4-801DDA91A35F/mcee\\_2nd\\_edition\\_june\\_2023.d.pdf](https://cdn.ymaws.com/www.nasdtc.net/resource/collection/7C8FAAA3-65CF-4B6E-B0B4-801DDA91A35F/mcee_2nd_edition_june_2023.d.pdf)

### IVP Fingerprint Clearance

Teacher Candidates are required to adhere to the Arizona State Department of Education's IVP fingerprint clearance policy. Please note that any costs related to obtaining the required clearance(s) are the responsibility of the Teacher Candidate. Fingerprint clearances obtained from agencies other than the Department of Justice, Department of Public Safety, or Department of Education are likely invalid (i.e., Department of Human Resources, Department of Health and Human Services, Department of Early Learning). Refer to the [Arizona Department of Education](#) for additional information about fingerprint clearance requirements. Candidates seeking an Arizona Institutional Recommendation for teaching must have a valid Arizona Fingerprint Clearance IVP Card (AZIVP) for the duration of the program. If a fingerprint clearance card status changes (or is subject to a potential change) while enrolled in the program, the teacher candidate must report the status to the program director. If a teacher candidate is under investigation or pending legal action, a temporary coursework suspension may need to occur until the issue is resolved. If a teacher candidate has been convicted of a crime determined by the program/Arizona Department of Education to be unacceptable, revoking a fingerprint clearance card will result in non-continued participation in the Educator Preparation Program.

## FERPA and Confidentiality Information

FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Please refer to the Maricopa Community College District [website](#) for additional information on FERPA. Please visit the [FERPA website](#) to learn more.

Teacher Candidates should follow FERPA guidelines while engaged in field experience hours. During field experience and student teaching, Teacher Candidates should review and adhere to the school/district FERPA policies and procedures for disclosure of information from a student's education record. Teacher Candidates must refrain from disclosing Personally Identifiable Information from a student's education record absent written permission to do so or permission to release based on a FERPA exception regarding disclosure. Failure to comply with FERPA requirements may result in a code of conduct referral.

Candidates must receive written permission from the site administration, supervising practitioner/mentor, and students' guardians before recording or taking pictures within the school. Additionally, candidates should speak with school administration and the supervising practitioner/mentor regarding privacy policies and procedures for their school site. Additional permissions may be required depending on district/school policy and procedures.

## Digital Communication and Social Media

The teacher candidate's time in the field should focus on instruction and engagement with supervising practitioners/mentors and students. Candidates are expected to refrain from using cell phones, email, and all social media while engaging with students throughout the school day. Cell phones should be silenced and put away during classroom time. Candidates should discuss expectations with the supervising practitioner/mentor if emergency cell phone use is required.

As a professional, teacher candidates are held to the standards of professional teachers. Teacher candidates should be mindful of the information shared and tagged on social media. Teacher candidates must check with the district/school site regarding technology and social media policies and expectations. Candidates should not accept or request "friend" invitations with students or their family members on social media. Teacher candidates must refer to the school site administrator and/or mentor teacher/supervising practitioner before communicating with students, parents/guardians, or school site faculty/staff.

## State-Mandated Reporting

It is the teacher candidate's responsibility to understand and adhere to both state mandatory reporting laws and district/school site policies and procedures regarding reporting child abuse, non-accidental physical injury, and/or neglect.

The Federal Child Abuse Prevention and Treatment Act (CAPTA) requires each State to have provisions or procedures for requiring certain individuals to report known or suspected instances of child abuse and neglect (See, 42 U.S.C. § 5106a(b)(2)(B)(i)). Education professionals (teachers, administrators, coaches, classroom aides, and all other support staff) are mandated reporters.

Arizona Revised Statute § 13-3620 provides that “school personnel” who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense, or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant **shall immediately report** or cause reports to be made of this information to a peace officer or to the department of child safety.

A Reasonable belief means that **if there are any facts from which one could reasonably conclude that a child has been abused**, the person knowing those facts is required to report the facts to the appropriate authorities.” When in doubt, make a report.

#### **What must be reported:**

1. **Abuse:** Physical, emotional, or sexual abuse.
2. **Neglect:** Inability or unwillingness of a parent or guardian to provide proper supervision that exposes the child to unreasonable risk of harm to the child’s health or welfare.
3. A “reportable Offense” (as listed in Arizona Revised Statute § 13-3620(P)): Reportable offenses are criminal offenses that include but are not limited to Indecent exposure, public sexual indecency, sexual assault, child molestation, unlawful distribution of nude images—sexting—intentionally disclosing electronic images of a person without that person’s consent, sexual conduct with a minor

The law requires the report to be immediate, which means immediately and without delay. It is not an excuse that you thought another person was making the report. You cannot “delegate” your mandate to report to another person. **Failure to follow state law is a class 1 misdemeanor unless it involves a “reportable offense,” in which case the violation becomes a class 6 felony.**

#### **How to Report**

Hotline Information • 1-888-SOS-CHILD (1-888-767-2445)

Online Reporting Service: <https://dcs.az.gov/services/suspect-abuse-report-it-now>

Professional-mandated reporters have the ability to report concerns electronically

For non-emergency situations, where the child is not in immediate danger, the service is available Monday through Friday, 8:00 a.m. to 7:00 p.m.

## Boundary Statement

Establishing and maintaining good student-teacher relationships is crucial for creating a positive classroom environment and effective learning experiences. To achieve this, it is important for teachers to set professional boundaries in their classrooms with the aim of ensuring student safety and fostering a positive environment. Some of the boundaries that teachers should consider include:

1. **Relationship Boundaries:** Teachers are not “friends” with their students. The teacher/student relationship should be purely professional. Establishing a relationship boundary protects teachers from forming personal and/or inappropriate relationships with students, including contacting students via social media, arranging to meet with students without informing their parents, driving students home, or extending time at school beyond regular school hours.
2. **Communication Boundaries:** Technology provides multiple methods for communicating with others—some of those communication methods can be particularly clandestine. Teachers must keep communication with students public and transparent, and they must only address school matters. Setting communication boundaries avoids situations where there is the sharing of or requesting personal information, pictures/videos, or engaging in personal communication about private or personal matters.
3. **Physical Boundaries:** Setting physical boundaries is vital. While it is impossible never to touch a student, teachers must always avoid touching students inappropriately, including tickling or hugging. Teachers must also maintain physical space when interacting with students and respect a student’s privacy.

Teacher candidates must follow school/district policies regarding establishing professional boundaries.

## Academic Performance

Teacher candidates must complete all lower-division requirements with a GPA of 2.50. They must maintain a GPA of 3.0 to remain in the Educator Preparation Program (upper-division coursework) portion of the program. All assignments and field experience requirements must be completed to earn a passing grade in all courses. Teacher candidates who fail to maintain a 3.0 GPA will be placed on a Professional Intervention Plan.

## Process for Addressing Concerns

Program sites will use the Professional Intervention Plan to document and address concerns related to Professional Standards for Educators. Subsequent sections of this handbook define



the Professional Intervention Plan and identify specific circumstances and examples of when a teacher candidate may receive a Professional Intervention Plan. These include, but are not limited to, academic performance, professionalism, and instructional delivery.

The process for addressing concerns involves a formal, documented conversation with the program directors, managers, and/or faculty. The Professional Intervention Plan will identify the area of concern, the plan of action towards remediation, timeline for expectations, and consequences if the requirements are not met. The Professional Intervention Plan will be shared with and applied in all programs should the teacher candidate transfer sites or take classes at another site.

Program directors, managers, and/or faculty will contact the teacher candidate directly to schedule a meeting to discuss areas of concern. Teacher candidates will be required to participate in all meetings regarding addressing concerns. The teacher candidate will review and sign the Professional Intervention Plan. The teacher candidate's signature acknowledges that the conversation occurred and that the teacher candidate understands the expectations and consequences. The teacher candidate can review the document and provide a written response. Failure to participate in the meeting or sign the document may result in discontinuation of the program.

## Professional Intervention Plan

The [Professional Intervention Plan](#) applies to teacher candidates admitted into upper-division coursework and may include but are not limited to the following circumstances:

- Not maintaining a GPA of 3.0 or higher in the upper-division coursework
  - Pass all required coursework, including student teaching, with a “C” or better grade
- Unsatisfactory or failure to submit time log or evaluation of field experience hours
- Deficient performance during field experience and/or student teaching
- Failure to maintain good standing as outlined in the Program Handbook
- Violation of academic responsibilities, which may be subject to academic probation, suspension, or dismissal.

The [Professional Intervention Plan](#) encourages self-reflection through guided questions. It offers specified remediation resources that teacher candidates can complete independently and with their mentor teacher or a Program-assigned instructional coach. Teacher candidates will continue taking courses on the improvement plan until the deficiency(ies) are remediated. Eligibility for graduation is based on completion of all program requirements and standards.

All alleged violations fall under [A.R. 2.3.11 Academic Misconduct](#) and will be addressed under the process detailed in that policy.

## Academic Probation

Teacher candidates with a cumulative GPA below 3.00 in upper-division coursework are placed on academic probation. They must meet with their assigned program support person to create a Professional Intervention Plan.

Recommendations may include:

- Time management strategies
- Study resources
- Mental health resources

## Academic Suspension

Teacher candidates on academic probation (a cumulative GPA below 3.0 in upper-division coursework) for two consecutive semesters will be placed on academic suspension (may not enroll in coursework not previously taken). They may only progress into the next term once deficiencies have been resolved. Teacher candidates on academic suspension must meet with their program support person to continue their Professional Intervention Plan.

## Teacher Candidate Misconduct

Teacher candidates are expected to conduct themselves professionally in student teaching. The actions listed below are examples of unprofessional conduct of teacher candidates in the Educator Preparation Program. The following is a non-exhaustive list of violations that may lead to disciplinary action, including expulsion from the teacher candidate program or college.

- Falsification, forgery, alteration, or invention of information related to course or program documents.
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, mentor, supervising practitioner, program supervisor, faculty or staff.
- Threats to harm or endanger the safety of any individual in the field experience/student teaching setting
- Acts of violence, threatening statements, behaviors, or use of corporal punishment against any individual in the field experience/student teaching experience setting
- Failure to comply promptly with any reasonable directive from a/supervising practitioner, Program Supervisor, course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, but not limited to any phone or computer device, outside the classroom in a manner that could

be perceived as inappropriate by any member of the site placement school, its extended community or program

- Failure to maintain a professional approach to personal relationships with the students or the school community members
- Turning in content created by essay generators or other types of artificial intelligence platforms is also academic misconduct.

## Field Experience

Field experience is an important part of any education degree program. Field experience hours are integrated with content from coursework and designed to allow the teacher candidate to observe and interact with experienced teachers, K-12 students, support staff, and administrators in diverse school environments and to participate in professional development activities. It is also an opportunity to make connections that may open the door for a student teaching placement and/or employment.

Before student teaching, field experience hours require teacher candidates to be placed with mentor teachers in elementary and special education classrooms to make connections and apply what they learn in the program. Field experience provides an authentic classroom experience where the teacher candidate can observe and participate in quality instruction and classroom management and engage in the responsibilities of the profession. Field Experience hours are meant to be completed over time during the course of the semester. Teacher candidates will experience a variety of classroom settings, grade levels, and content areas throughout their program, as circumstances allow.

## Process for Requesting Field Experience

Field experience should be completed in schools where teacher candidates can engage in positive learning experiences while being mentored and supported by quality educators. This will allow them to witness and engage in effective instructional practices.

Field experience must be completed in schools and districts with an Experiential Educational Partnership Agreement (EEPA) and prior arrangements with the Maricopa Educator Preparation Program. Teacher candidates should work with their education faculty and staff to ensure that the field experience placement meets the needs of all stakeholders.

The program will contact schools and districts to request and confirm field experience placements. Teacher candidates should only find their own field experience placements if directed and approved by education faculty and staff. All teacher candidates must have an Assumption of Risk form signed and on file before field experience placement.

Teacher candidates must follow the process identified in course syllabi for placement requests. The program strives to place teacher candidates in their preferred locations and grade levels; however, requests cannot be guaranteed.

## Teacher Candidate Field Experience Responsibilities

The field experience focuses on gaining insights into the complexities of teaching in today's K-12 general and special education classroom environments. Under the supervision of the mentor teacher on record, the teacher candidate will:

- observe the classroom dynamics, implementation of lessons, classroom management plans/strategies in action, and student engagement in various activities in and out of the classroom (attending specials, recess, etc.)
- assist in daily teacher responsibilities (e.g., working with students, teaching individual, small or whole group lessons, taking attendance, grading papers, creating/working on bulletin boards, and classroom management)
- conduct themselves in a professional manner
- dress and present themselves in a manner consistent with the expectations of a professional educator
- communicate clearly, respectfully, and regularly with the mentor teacher
- perform essential duties in correlation with the field experience criteria and as requested by the mentor teacher
- show initiative and become an active participant in the classroom
- where possible, collaborate with the mentor teacher to assess the desired learning outcomes, lesson planning, and/or plan for hands-on teaching experiences
- understand the limits of and adhere to mandates that are in effect to help protect the rights and privacy of children and their families

\* Teacher Candidates are NEVER to be left alone with students during their field experience.\*

## Field Experience Requirements

Field experience hours are required for specific classes and can not be waived or substituted with previous experience. Field experience connects classroom learning to real-world situations in preparation for student teaching. Field experience requirements are tied to the program's accreditation with the Arizona State Department of Education. Teacher candidates complete field experience hours in various elementary and special education classroom settings. Each course with field experience will have specific requirements and assignments that the teacher candidate must complete.

Teacher candidates in field experiences:

- successfully complete all coursework and documentation pertinent to field experience eligibility within the course.

- understand and are prepared to complete the expectations and requirements determined by the course assigning the field experience.
- possess a valid IVP Fingerprint Clearance card and additional documents specific to their placement sites.

Field experience requirements:

- are to be completed before student teaching.
- must be completed in a K-12 setting while under the supervision of a mentor teacher.
- should provide the teacher candidate opportunities to experience a variety of classroom settings, grade levels, and content areas throughout their program, as circumstances allow.

Please see the course sequence table in the Program Overview for a complete list of courses that require field experience.

- Field experiences tied to courses with an SPE prefix are linked to Special Education and must be completed in a K-12 special education setting with an approved mentor teacher.
  - Special education settings consist of classrooms that are separate from the general education classroom, such as self-contained or resource.
  - Special education settings can also consist of models within general education classrooms where special educators “push in” to assist students requiring special education services.

## Field Experience Remediation

Teacher candidates must conduct themselves professionally within field experiences. The actions listed below are examples of unprofessional conduct of teacher candidates in the Educator Preparation Program. Teacher candidates are expected to refrain from engaging in such action while in a field or student teaching experience at a school or school district. The following is a non-exhaustive list of actions considered practice conduct violations for which teacher candidates are subjected to disciplinary action up to and including expulsion from the program and/or college.

- Adherence to school policies. Teacher Candidates are expected to familiarize themselves with and adhere to the policies and procedures of the educational institutions where they are placed for training.
- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the college, document related to:
  - Admission or eligibility to field experience hours
  - Information regarding the site school, the district and/or personnel
  - Information regarding students
  - Information regarding curriculum content in the classroom

- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, mentor/supervising practitioner, Program Supervisor, faculty or staff.
- Threatening to harm or endanger the safety of any individual in the field experience setting
- Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the field experience setting
- Failure to comply promptly with any reasonable directive from a mentor/supervising practitioner, course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to follow ethical guidelines and professional standards set forth by the educational institution
- Failure to maintain a professional approach to personal relationships with the students or the school community members.

The Arizona State Board of Education may discipline teacher candidates who engage in unprofessional or immoral conduct.

Upon notice that a candidate may not meet field experience conduct expectations, the program will review all pertinent information and documentation, including the candidate's history. A Professional Intervention Plan may be implemented.

The Professional Intervention Plan encourages self-reflection through guided questions. It offers specified remediation resources that teacher candidates can complete independently and with their mentor teacher or a Program-assigned instructional coach. Teacher candidates will continue taking courses while on the improvement plan until the deficiency(ies) are remediated. Eligibility for graduation is based on completion of all program requirements and standards.

If, at any time during the performance review, including misconduct, the candidate fails to successfully complete the field experience component of a course, a failing final grade may be awarded, and the teacher candidate may be removed from the program. The teacher candidate may appeal through the Maricopa Community College Student Grievance Process.

# Student Teaching

## Teacher Candidate Eligibility for Student Teaching

The following are the prerequisites required to be eligible for student teaching:

- Submit all required paperwork, documentation, and signatures, as needed, for the student teaching placement.
- Successfully completed all coursework within the program of study, including documented field experience hours.
- Complete Student Teaching Orientation
- Work with the appropriate departments to remove any academic and/or financial holds to ensure the program can complete the required registration process.
- Review program progression and academic eligibility with advisors.
- Received passing scores on the Elementary subtests 1 and 2 - [Arizona Professional Knowledge & Subject Knowledge Exams](#).
- May be required to receive passing scores on Approved Area Exams if planning to student teach in a departmentalized setting (ie. middle school) - [Arizona Approved Area Requirements](#)
- Teacher candidates are responsible for all exam and certification fees. They must also maintain a minimum GPA of 3.0 in upper-division coursework.
- Possess a valid IVP Fingerprint Clearance card. Teacher candidates are responsible for all fees related to background checks and fingerprinting.
- Review the Course Competencies, InTASC standards, CEC standards, and the Educator Preparation Program Handbook, and prepare for success!

## Process for Requesting Student Teaching Placements

Student teaching should be completed in affiliated schools where teacher candidates can engage in positive learning experiences while being mentored and supported by quality educators in order to witness and engage in effective instructional practices. Student teaching placements occur in in-person classrooms.

Student teaching must be completed in schools and districts with an Experiential Educational Partnership Agreement (EEPA) and prior arrangements with the Maricopa Educator Preparation Program. Teacher candidates should work with their education faculty and staff to ensure that the student teaching placement meets the needs of all stakeholders.

The program will contact schools and districts to request and confirm student teaching placements. Teacher candidates should only find their own student teaching placements if directed and approved by education faculty and staff.

Teacher candidates must Student Teach at the college where they have completed the majority of their upper-division coursework and follow the process identified by that specific college for

placement requests. The program strives to place teacher candidates in their preferred locations and grade levels; however, requests cannot be guaranteed.

## Student Teaching as a Contracted Teacher

For teacher candidates currently serving in a contracted teaching position, it may be possible to be a student in your own classroom. Joint approval of the building principal and the program is required. For additional information, contact the program.

## Student Teaching Requirements

Teacher candidates must be prepared to complete two in-person, 8-week student teaching placements: eight weeks in a general education classroom and eight weeks in a special education setting. District holidays, inclement weather days, and sick days are NOT to be counted toward the required student teaching weeks.

Teacher candidates participating in student teaching are responsible for:

- becoming familiar with the approved placement site(s) including: additional policies & expectations, potential conflicts between school schedule/calendar, and completion of hours.
- contacting and initiating a meeting with the appointed supervising practitioner.
- communicating with the **supervising practitioner and program supervisor** throughout the student teaching experience including:
  - coordinating and completing the required assessment/evaluation process
  - coordinating and completing the required assessment/evaluation process
  - scheduling and teaching scheduled lessons that your program supervisor will observe and evaluate along with the supervising practitioner.
  - participating in collaborative conferences following each evaluation
  - completing all pertinent documentation and obtaining signatures from the supervising practitioner and program supervisor, verifying the requirements have been met.
- documenting daily student teaching attendance/maintaining an accurate record of completed student teaching hours and activities.
- completing student teaching coursework per the course syllabus.

Teacher Candidates are to abide by the following requirements:

- adheres to all policies and procedures as listed in the program handbook, K-12 school policies, Maricopa Community College District policies, student handbook, and the Model Code of Ethics, the InTASC Standards and the Council for Exceptional Children Standards.
- create learning experiences for K-12 students that apply to elementary and special education classroom instruction.
- formulate individualized and personalized learning goals using developmentally appropriate practice that accounts for learner diversity and the intended audience's differing abilities and learning styles in an educational setting.



- design and deliver lesson plans addressing state and national standards, including multimedia and technology integration, that specify multiple procedures for assessing learner progress on and attitude toward the presented topic and eliciting learner feedback.
- use research-based skills and standards in a K-12 setting to engage learners and encourage the participation of individuals and in small and large groups.
- provide feedback that encourages learner knowledge acquisition.
- manage classroom behavior and the learning environment to minimize disruption.
- observes, assists, teaches, and gradually transitions to a full takeover of the in-person classroom for a minimum of 50% of the placement.
- engages in lesson planning, instruction, classroom management, and reflection guided by the supervising practitioner.

## Classroom Responsibility Progression Requirement

Student teaching is an important step in preparing to become an educator in one's own classroom. The more time a teacher candidate has to apply, reflect, and adjust, the more they can grow their practice.

The program requires student teachers to take full responsibility for classroom duties for at least 50% of the experience. For 8-week placements, the Teacher Candidate is expected to take full responsibility for the classroom for four weeks. Under the guidance of the supervising practitioner on-site, the teacher candidate is expected to assume all teaching duties and responsibilities necessary for the effective teaching of students.

To meet the student teaching requirements, Teacher Candidates should discuss the full takeover expectation with their supervising practitioner and develop a plan for gradual release of responsibility. Effective collaboration between the Teacher Candidate and Supervising Practitioner explicitly puts the K-12 students first and, when carefully arranged and planned, provides an effective learning environment.

## Unsuccessful Student Teaching Attempts

Student teaching includes both the in-person classroom placement and the corresponding course(s). An unsuccessful placement and/or course attempt requires a retake of both the course and the in-person classroom placement. Unsuccessful attempts at student teaching may include but are not limited to:

- Cancellation of confirmed placement
- Self-termination
- Termination by the program or K-12 school
- Course failure

A teacher candidate must immediately contact the program if they wish to change or cancel their student teaching placement.

Teacher candidates who request to change or cancel their confirmed placement or have an unsuccessful student teaching attempt will not be eligible for a new placement until a future semester.

An unsuccessful attempt **may** result in one or more of the following:

- Removal from the student teaching course(s)
- Awarding a W (withdraw) grade in the student teaching course(s)
- Awarding a failing grade for the student teaching course(s)
- Completion of required coaching
- Completion of a Student Teacher Improvement Plan (STIP)
- Placement in a new student teaching site (at the discretion of the program)
- Assignment to a new student teaching placement after the successful completion of a STIP

Financial responsibility for unsuccessful student teaching falls on the Teacher Candidate for both that attempt and future course repeats.

The program's due process reviews unsuccessful attempts at student teaching and determines all college-level penalties. The process considers the severity of the offense and the teacher candidate's academic history and may include an inquiry with all parties involved in the student teaching placement. Due process procedures may require the teacher candidate to complete coaching and/or remediation through a Student Teacher Improvement Plan (STIP) as additional support to best prepare the teacher candidate for a future attempt. Student teaching may only be repeated once.

Teacher candidates can present their perspectives in writing to the program.

The program staff will collect all student teaching placement sites and teacher candidate documentation regarding the termination. The program reviews all documentation and decides whether the alleged violation or deficiency has been substantiated and which college-level support and/or penalty may apply.

## Placement Changes and/or Cancellations

If a teacher candidate cancels a confirmed placement 30 days or more before the course and/or physical placement start date, the placement will not count as the teacher candidate's first attempt at student teaching. This instance will be noted as a cancellation. Confirmed placements may only be canceled once, without penalty. An additional confirmed placement cancellation will be documented as a first attempt at student teaching.

If a teacher candidate cancels a confirmed placement 30 days or less before the course and/or physical placement start date, the placement will count as the teacher candidate's first attempt at student teaching. In this case, the teacher candidate will receive one additional attempt at student teaching.

Cancellations of confirmed placements may result in a review by the Educator Preparation Program, with the following steps determined on a case-by-case basis.

### Self-termination

If a teacher candidate cancels an assigned student teaching placement after the course and/or physical placement start date, the placement will be documented as an attempt at student teaching.

- The teacher candidate is responsible for contacting the program if the candidate is opting to self-terminate.
- The teacher candidate is responsible for any financial matters due to a cancellation or unsuccessful student teaching attempt.
- If a teacher candidate self-terminates from the in-person student teaching course, the candidate must redo the student teaching experience (required days and coursework) in a new setting if allowed a second placement.

### Program/School Terminations

The school district, principal, or supervising practitioner has the right to terminate a teacher candidate's placement at any time.

If you are terminated from the school site, you must inform the program immediately.

## Supervising Practitioner Responsibilities

The supervising practitioner is the teacher in whose classroom the teacher candidate is placed to complete the student teaching experience. The supervising practitioner's primary responsibility is to the school and district, followed by the teacher candidate.

- Act as a role model, mentor, and coach to the teacher candidate
- Guide the teacher candidate in all aspects of teaching, including lesson planning, instruction, classroom management, and reflection
- Provides on-site opportunities for the teacher candidate to observe, practice, and lead
- Allows the teacher candidate to gradually transition to full takeover of the classroom for a minimum of 50% of the placement
- Assumes responsibility for direct supervision, oversight, and support of the teacher candidate while on-site
- Confers regularly with the teacher candidate concerning his or her performance and progress
- Develops and monitors any needed remediation plans, with the program supervisor, for strengthening a marginal teacher candidate's performance
- Verifies the teacher candidate's attendance by initialing the teacher candidate's time log weekly and providing a final signature at the end of the placement

- Participates in an initial conference in-person or by e-mail/phone with the teacher candidate and the program supervisor during the first two weeks of student teaching
- Participates in a post-conference with the teacher candidate and the program supervisor after each of the observations conducted by the program supervisor
- Provides feedback to both the teacher candidate and the program supervisor during each post-conference
- Provides formative and summative feedback on teacher candidate performance.

## Supervising Practitioner Qualifications

An educator currently employed by a local education agency, private agency, or other PreK-12 setting who supervises the candidate during a capstone experience. Supervising practitioners must have:

- a. A minimum of three full years of experience relevant to the license the candidate is seeking
- b. A current classification of highly effective or effective pursuant to § 15-203(A)(38)
- c. Adequate training from the professional preparation institution
- d. Full recommendation of the building administrator/district to serve as a supervising practitioner
- e. Desire and ability to work cooperatively with teacher candidate's responsibilities

## Program Supervisor Responsibilities

The program supervisor is an employee of Maricopa Community Colleges and is responsible for evaluating the teacher candidate.

Primary responsibilities include:

- Contacting the teacher candidate to introduce him/herself.
- Communicating with the program if they notice any changes in the placement setting (Supervising practitioner, grade level, school site, etc.) they need to be made aware of by the program.
- Communicating with the teacher candidate and the supervising practitioner within the first week of student teaching.
- Acting as a resource to the teacher candidate by providing additional sources of information and being available by phone or email.
- Facilitating and grading assignments related to the student teaching course.
- Observing and evaluating the teacher candidate teaching a lesson during each student teaching placement.
- Participating in a post-observation conference with the teacher candidate and the supervising practitioner.

## Program Supervisor Qualifications

The program supervisor is an experienced educator who will work closely with the teacher candidate and the supervising practitioner.

### Qualifications

- Master/Doctoral degree in education or related fields
- Minimum of 3 years of K-12 classroom experience

## Disability Services and Special Accommodations

Teacher Candidates who require special accommodations for their field and student teaching experience placement are strongly encouraged to seek such accommodations through the respective college Disability Resources and Services (DRS) office. It is essential to work with the DRS office to determine the process for receiving accommodations in the placement setting.

Teacher candidates will be encouraged to engage in the process of securing reasonable accommodations/academic adjustments, which includes submitting the Accommodation Request Form and providing supporting documentation of their disability **before** the start of teaching experience placement. Determinations about what accommodations will be provided are based on the criteria outlined in the College Policy Handbook for Disability Services. To start the accommodation process, you can contact the [Disability Resource Services office](#) at your college.

## Institutional Recommendation (IR)

All students who satisfactorily complete the Elementary/Special Education Mild/Moderate Bachelor's Degree program will receive an Institutional Recommendation (IR) from the college. The IR confirms that a candidate has met all requirements, including

- 3.0 GPA in program coursework (including transfer coursework)
- tuition/fees paid in full
- materials checked out from the library have been returned
- successfully completing student teaching for the program of study approved by the Arizona State Board of Education

After the "audit" is complete, an IR will be issued within 45 days of program completion. The IR remains valid for one year from the date it is signed and is necessary when applying for teacher certification. The program will notify candidates once the IR information has been uploaded to the Arizona Department of Education (ADE). The candidate must then log into the ADE portal and complete their certification request, including payment for any certificates and endorsements.

It is the teacher candidate's responsibility to pass the Content Knowledge and Professional Knowledge exams, as required for certification by the ADE.

## Glossary of Terms

**Educator Preparation Program (EPP)** - A traditional or alternative educator preparation program that prepares PreK through 12 teachers, administrators, school counselors, and school psychologists for an institutional recommendation for an Arizona certificate.

**Field Experience** - Classroom experience, before student teaching, for teacher candidates while they complete their degree coursework. Field experience is an authentic experience supported by a mentor teacher. Required number of hours and assignments depend on the course.

**Institutional Recommendation (IR)**- A form developed by the Department and issued by a professional preparation institution, that indicates an individual has completed a Board approved educator preparation program.

**Mentor Teacher** - The classroom teacher of record, employed by the school, assigned to support the teacher candidate in their field experience.

**Observations** - Formal and informal review of a teacher candidate.

**Professional Intervention Plan (PIP)** - The method the college uses to remediate the candidate to continue/return to the program, if possible.

**Program Supervisor** - Maricopa employee who oversees the student teaching process (evaluations, progress reports, relationships, grading of course assignments, liaison between the K12 school and college).

**Student Success Team:** The team that assists the teacher candidate with possible challenges, working together to develop proactive strategies to address academic concerns and life challenges. The Student Success Team includes but is not limited to (1)Program Supervisor, (2)Supervising Practitioner, (3)Program Director(s), (4)Program Manager, (5)others.

**Student Teaching Assessment Tool (STAT)**- Criteria identified for evaluating teacher candidates in a student teaching placement.

**Supervising Practitioner** - The K-12 teacher of record in whose classroom the teacher candidate is assigned to complete their student teaching. In most cases, the supervising practitioner provides the teacher candidate with hands-on, practical experience in the education career.

**Student Teaching Intervention Plan (STIP)** - A plan to communicate deficiencies in skill and disposition during a student teaching experience, including remediation and coaching actions.

**Student Teaching** - K-12 classroom experience for teacher candidates after they have completed their degree coursework. Student teaching is a full-time teaching experience that is supported by a supervising practitioner and program supervisor. Student teaching is dictated by the Arizona Department of Education, leading to a Standard Teaching Certificate.

**Teacher Candidate** - Any student who enrolls in a teacher education certification program

## Resources

Arizona Administrative Code Section 7-2-604 - [Website](#)

Arizona Department of Education - [Website](#)

# Acknowledgment Page

*This single-signature copy must be signed by the teacher candidate and retained by the college.*

This Handbook prescribes standards of conduct for teacher candidates enrolled in the Maricopa Educator Preparation Program. The standards are in addition to those prescribed for teacher candidates under Maricopa Community Colleges policies and administrative regulations. Violating such standards may serve as grounds for program dismissal, suspension, or other discipline. Every teacher candidate must know and comply with all current policies, rules, and regulations in the college catalog, class schedule, and the Maricopa Community College student handbook.

Your signature (or e-signature) indicates you received a copy or link to the Maricopa Educator Preparation Program Handbook. Your signature also indicates that you understand that information about program policies within the Maricopa Educator Preparation Program Handbook and the general college policies is in the college General Catalog & Student Handbook. Information specific to each course can be found in the course syllabus.

I have read and understand the information contained in this handbook.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Program Location: \_\_\_\_\_



# Appendix

## Professional Intervention Plan

The Bachelor of Arts, Elementary, and Special Education (BAEE/SPED) degree program requires that you demonstrate professional dispositions and behaviors and meet academic performance criteria. This Performance Improvement Plan notes specific area(s) needing improvement and outlines a plan of action towards meeting the standards of the program. This document is a formal record of communication between the Teacher Candidate and the Student Success Team. The Professional Intervention Plan will be shared with and applied in all programs should the teacher candidate transfer sites or take classes at another site.

<b>Professional Improvement Plan for Teacher Candidates</b>	
Name of teacher candidate:	
MEID:	
College:	
Date of Initial Meeting:	
Name(s) of additional attendees:	
<b>Areas of Concern</b>	
<input type="checkbox"/> Professional Dispositions <input type="checkbox"/> Academic Performance <input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Other	
Description of concern  (List evidence if applicable)	
<b>Review of Expectations</b>	
Describe the behavior or outcome you want to see.	
<b>Goals</b>	
<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable	

<input type="checkbox"/> Relevant <input type="checkbox"/> Time-bound	
<b>Plan of Action / Steps Moving Forward to Achieve the Goal</b>	
<input type="checkbox"/> Organization strategies <input type="checkbox"/> Resources identified <input type="checkbox"/> Timeline (Date of Completion)	
<b>Next Meeting to Monitor and Measure Progress</b>	
<input type="checkbox"/> Documentation needed <input type="checkbox"/> Evidence of progress	
<b>Consequences for Not Meeting Expectations</b>	
<input type="checkbox"/> Continuation in the program <input type="checkbox"/> Complete additional action steps <input type="checkbox"/> Removal from course for the remainder of the semester (will result in a grade of "F") <input type="checkbox"/> Suspension from the Bachelor of Arts, Elementary and Special Education program for one or more semester <input type="checkbox"/> Dismissal from the program.	

I have read and been provided with a copy of this document. Any comments I have will be provided within 5 business days are attached. I am clear that there are certain behaviors that, if violated, can supersede this agreement and may result in immediate removal from the program (e.g., ethics violations). Failure to sign this document and comply with the expectations may result in discontinuation of the program.

\_\_\_\_\_

Date

\_\_\_\_\_

Teacher Candidate Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Program Staff Signature