

**Teach Arizona
Field Experience &
Student Teaching Handbook
2025-26**



Introduction

Thank you for being a part of the Teach Arizona program! We appreciate the dedication and talent of our Student Teachers, Mentor Teachers, and University Supervisors.

Teach Arizona has a unique design that blends university coursework with a full-year internship in an assigned school. During the fall semester, Student Teachers work with their Mentor Teachers to gradually develop their skills and assume some classroom responsibilities. During the spring semester, the Student Teacher is the lead teacher in the classroom with full responsibility for classroom management, planning, instruction and assessment. This handbook will explain the format and expectations for the fall semester Field Experience and spring semester Student Teaching.

Throughout the year, University Supervisors will be available to assist the Student Teachers and Mentor Teachers. Please view the University Supervisors as a partner and a resource. When they visit the classroom every two weeks, please share any questions or concerns you may have so they can assist you quickly.

Dr. Patty Stowers directs Teach Arizona: pstowers@arizona.edu, 520-331-2256. Ms. Patricia Acosta coordinates the field internships in Tucson: 66pacosta@arizona.edu, 520-248-0197. Mr. Mike Lang coordinates the field internships in our Statewide program, mglang@arizona.edu, 480-458-7745.

Resources

All of the forms and information you need can be found and downloaded from one easy website! <https://education.arizona.edu/teach-arizona-resources>

General Forms:	Fall Semester Forms:	Spring Semester Forms:
Handbook	TLS 593a Syllabus	TLS 593b Syllabus
Professional Standards/InTASC/ISTE	Field Experience Midterm Evaluation & Rubric	Student Teaching Observation Form
Performance Concern Form	Field Experience Final Evaluation & Rubric	UA Teacher Candidate Midterm/Final Evaluation
Supervision Tips for Mentor Teachers	Phase-In Plan	UA Teacher Candidate Midterm/Final Rubric
Program of Study	Weekly Self-Reflection	
Video Recording Permission Form	Lesson Plan Templates (formal & simplified)	

Mentor Teacher Compensation

Mentor Teachers will be paid \$650 for their year of mentoring. Two compensation forms, one for each semester, must be submitted in order for payment to be made. All sections of the form must be completed. Don't forget the bottom section regarding UA student/employee status and U.S. citizenship. Non-U.S. Citizens are required to submit immigration documents to the College of Education to verify immigration status and eligibility. The fall stipend of \$325 is mailed in January. The spring stipend of \$325 is mailed in June. Questions can be directed to Ms. Acosta.

Substitute Teaching Guidelines for Student Teachers

- Substitute teaching is strictly voluntary. Student Teachers may choose not to substitute teach, given their busy schedules.
- If the Student Teacher wants to be eligible to substitute teach, they must have a valid Substitute Certificate from the state of Arizona **and** complete the requirements to be registered with their district.
- They must be formally hired by the district for the days/periods they will sub. They can and should be paid the district rate for substitute teaching.
- Student Teachers cannot miss their UA classes in order to substitute teach.
- Student Teachers can do class coverage for other teachers at the school site, but only during periods other than those that are part of their internship commitments.
- If the Student Teacher is not the formal substitute teacher in the classroom, then the district must hire a sub.
 - Mentors, in your sub instructions, please tell the sub that they **MUST** stay in the classroom with the Student Teacher.
 - The Student Teacher may lead instruction for their two assigned class periods if that is agreed upon in advance by the Mentor and Student Teacher – it should not be assumed.
 - The Student Teacher could also assist the sub during the other class periods if this is agreed to by the Student Teacher – again, please don't assume this.

Fall Semester Field Experience

Hours

To fulfill the requirements of the six-unit internship, Student Teachers are expected to spend approximately four hours each day (or 20 hours per week if the assigned class periods don't meet daily) engaged in activities related to the field experience. These internships hours must be completed at times that do not conflict with the Student Teacher's other UA courses.

Attendance is required. Student Teachers must notify their Mentor Teacher about internship absences as far in advance as possible. Ms. Acosta or Mr. Lang, as well as the University Supervisor must also be notified.

Dates

The TLS 593a **Field Experience begins and ends on the first and last day of the site school calendar for teachers.** All other UA courses begin August 25 and end Dec. 18.

Student Teacher's Internship Responsibilities in the Fall

The Student Teacher and Mentor Teacher will select two morning periods that the Student Teacher will eventually student teach in the spring. As the fall semester progresses, the Student Teachers should gradually assume some management, planning and teaching duties with those two classes. The semester should begin with observation, but should evolve into a team-teaching situation with the Mentor Teacher during November/December.

A formal **Phase-in Plan** will be created by the Student Teacher and Mentor Teacher. A blank copy of this form can be found on the Teach Arizona resource webpage. In our orientation, we will discuss how to create this Phase-In Plan. **The Student Teacher must post the completed version of the Phase-In Plan to BOX** the day before the Supervisor's initial visit to the school site in early August. Every teacher progresses at their own rates, so it is important that the University Supervisor, Mentor Teacher and Student Teacher communicate

with each other during the semester as to the pace of the phase-in, and make adjustments accordingly. As you develop your Phase-in Plan, consider when the Student Teacher will complete the following tasks:

Introductory Tasks

- Participate in faculty training sessions re: campus safety and health protocols
- Become acquainted with school faculty, staff, administration
- Obtain a copy and review the Faculty/Student Handbook and become acquainted with district/school rules and expectations
- Obtain a copy and review the school/district's emergency procedures (e.g., lockdowns, fire drills, evacuations)
- Assist the Mentor Teacher in designing and establishing classroom norms and procedures
- Review course syllabus, textbooks and teaching resources
- Participate with the Mentor Teacher in any initial meetings with students and parents
- Develop relationships with and among students to build a classroom community
- Become acquainted with the learning needs of your students (504, IEP, etc.)
- Support K-12 students' social emotional health as modeled by the Mentor Teacher
- Observe and take field notes as Mentor Teacher leads virtual learning sessions
- Observe other teachers who model effective teaching
- Take and post attendance
- Review Mentor Teacher's unit and lesson plans
- Plan collaboratively with your mentor
- Observe the Mentor Teacher conduct a discipline conference or parent phone call (as appropriate)
- Grade some papers/tests and record grades (ONLY for the two classes to which you are assigned)
- Complete paperwork re: tardies, referrals, etc.

More Advanced Tasks

- Assist students during seatwork, lab work, group work, etc.
- Teach small segments of lessons and increase instructional duties over the course of the semester
- Locate and create lesson materials such as handouts, quizzes, labs, etc.
- Create units and lesson plans with the assistance of your Mentor Teacher
- Begin to take on some management and discipline tasks
- Participate in the completion of progress reports, quarter grades, etc.
- Plan and record a lesson during (in conjunction with the benchmark assignment in your Content Methods course)

By the End of the Semester

- Plan and teach substantial portions of the units and lessons
- Take on increased responsibility for grading student work
- Address management and discipline issues when you are leading instruction
- Prepare a unit plan for the first unit to be taught in January, as well as the first week of lesson plans
- Prepare the Expectancy Sheet you will distribute to students in January (in conjunction with your TLS 546 course)

Documentation: Student Teachers are required to document their internship activities on the *Weekly Self-Reflection* submit that document to their University Supervisor via BOX by 11:30pm each Friday.

Mentor Teacher's Role

Effective mentoring on the part of the Mentor Teacher, in conjunction with the University Supervisor, is a critical component of program. **The goal of the fall semester is for the Student Teacher to be ready to step into the “lead teacher” role in January.** Mentor Teachers are expected to meet regularly with their Student Teacher, observe them and provide feedback, discuss management strategies, plan lessons collaboratively, model effective instruction and ease them into team-teaching later in the fall semester.

Mentor Teacher tasks at the beginning of the school year:

- Attend Orientation and carefully review the Field Experience and Student Teaching Handbook.
- Develop a fall semester Phase-In Plan with their Student Teacher. Review this with the Supervisor.
- Acquaint the Student Teacher to the school/district faculty handbook, health and emergency procedures.
- Acquaint the Student Teacher with school faculty, staff and administration.
- Introduce the Student Teacher as your “co-teacher” and promote that role to students, parents, faculty, and the school community.
- Share relevant information regarding the learning needs of the classroom students: IEP/504, ELL, etc.
- Build a trusting relationship with the Student Teacher. Discuss your preferences regarding the sharing and receiving of feedback.
- Establish regular times to conference with the Student Teacher and maintain it. Daily, private, focused communication time is key.
- Include the Student Teacher in key faculty and department meetings, parent meetings, open houses, trainings, etc.

- Discuss ways the Student Teacher can become involved in school events. Assist them in observing other teachers at the school.
- Talk with your Student Teacher about your classroom management system (expectations, rules, procedures and discipline strategies).
- Share your course syllabus/curriculum. At the beginning of the year, create an overall course calendar that identifies units/topics to be taught during the 1st/2nd semester, as well as the approximate number of weeks for each unit/topic. We know this is a draft.

Mentor Teacher tasks throughout the fall semester:

- Provide opportunities for the Student Teacher to gradually assume teaching responsibilities per the Phase-In Plan.
- Model how to develop relationships with students and families, establish and maintain classroom management.
- Discuss classroom management and behavior issues with your Student Teacher and work collaboratively to address them. Be very clear about who should take the lead on handling misbehavior during the fall semester.
- Plan collaboratively with the Student Teacher throughout the fall semester. Share your resources, including your own unit and lesson plans. Lesson planning is a difficult task and novices need sample lesson plans and opportunities to talk through the process.
- Model and discuss effective and varied instructional practices.
- Provide access to and instruction in the use of school/district technology resources Assist in development of lessons featuring technology.
- Model assessment of student learning, as well as appropriate and effective use of student data
- Student Teachers will be required to videotape their own teaching. Mentors are asked to assist the Student Teacher in determining the district rules regarding parent permission and in obtaining that permission.
- Provide opportunities for observation and participation in experiences beyond the immediate classroom. Continue to suggest other teachers to observe, events to attend, etc.
- Throughout the semester, observe and coach your Student Teacher.
- Share your feedback regarding the Student Teacher's progress with the University Supervisor either in conversation when they visit the classroom or via an email. Please view the Supervisor as your partner in the coaching process.
- Complete the fall semester evaluation instrument and participate in the midterm and final conferences.

Note: Any issues that arise during the fall field internship should promptly be brought to the attention of the University Supervisor. Even small issues left unattended tend to develop into significant problems. If the issue persists then the matter should be brought to Ms. Acosta's or Mr. Lang's attention so that it can be resolved. On the Teach Arizona resource webpage, you can find a *Performance Concern Form* on which to type your concerns, although an email to University Supervisor and Ms. Acosta/Mr. Lang will suffice.

University Supervisor's Role:

University Supervisors will:

- Hold an initial meeting at the school site to review the Phase-In Plan that has been created by the Student Teacher and Mentor Teacher, and answer any questions they may have before the school year begins
- Visit the school site every two weeks to observe a class period, check in with the Mentor Teacher, and conference with the student teacher to share feedback and discuss how the semester is progressing. (NOTE: On at least four of these visits, the University Supervisor must be able to observe the Student Teacher interacting with the students.)
- Review and respond to the *Weekly Self-Reflections* posted by their Student Teacher.
- Conduct the mid and final evaluation conferences.

The purpose of the fall semester visits is to verify that:

- The Student Teacher is assuming an appropriate amount of responsibility as stated on the phase-in plan developed at orientation.
- The Student Teacher is spending the required amount of time in the internship each day.
- The Mentor Teacher and the Student Teacher have set a firm schedule for conferencing and are adhering to it.
- The Mentor Teacher and Student Teacher have open lines of communication and are receptive to each other's comments.
- The Student Teacher is on track to successfully assume the role of "lead teacher" in the spring semester.

Evaluation of Field Experience

Timeline: Student Teachers are formally evaluated twice during the fall Field Experience. The University Supervisor will conduct both evaluation conferences, which are jointly attended by the Mentor Teacher and Student Teacher. The midterm evaluation conference will be held in October. The final evaluation conference will be held in late November.

Evaluation Instrument: The *Field Experience Evaluation* and *Field Experience Rubric* will be used to assess whether the Student Teacher has successfully met the requirements of the fall semester Field Experience. The Mentor Teacher and Student Teacher will each individually complete this form prior to the midterm and final conferences. During the conference, the University Supervisor completes a composite form and notes any discrepancies. The University Supervisor collects the evaluation forms and uploads them to BOX to be viewed by the Teach Arizona Director. This evaluation instrument is the benchmark assessment in the course. Student Teachers must receive a minimum score of "2" on each indicator on the final evaluation to pass TLS 593a.

Spring Semester Student Teaching

Hours

Spring Semester Student Teaching: Monday-Friday, same hours as the fall. Spring student teaching continues to be a half-day commitment. However, since they are the lead teacher in the spring, Student Teachers are expected to attend before-school, lunchtime or after-school activities such as department meetings, faculty meetings, and parent or student conferences as appropriate. If those events conflict with the spring UA course schedule, Student Teachers must contact Dr. Stowers to make arrangements.

Attendance is required. Student Teachers must notify the Mentor Teacher about internship absences as far in advance as possible. Ms. Acosta or Mr. Lang, as well as the University Supervisor must also be notified.

Dates

Spring Semester: During the spring semester, the Student Teachers follow the school district calendar for holidays as well as beginning and end dates. They are required to continue student teaching until the end of the school district year, even though that date is after the end of the University of Arizona semester.

Student Teacher's Responsibilities in the Spring

The Student Teachers assume full student teaching responsibilities for their two designated periods. In collaboration and with the support of their Mentor Teacher, they take the lead in planning, instruction, grading and maintaining discipline.

It is expected that Student Teachers will have written lesson plans for each day. These lesson plans are to be shared with Mentor Teachers in advance so that the Mentor Teacher may review them and give feedback. Mentor Teachers and Student Teachers may work together to

determine how far in advance the lesson plans are to be submitted to the Mentor Teacher and how far in advance feedback is to be given to the Student Teacher. Additionally, in advance of formal observations, the Student Teachers must also submit their lesson plan to the University Supervisor via BOX.

As stated previously, in addition to the morning internship hours, Student Teachers are also expected to attend lunchtime or after-school activities such as department meetings, faculty meetings, IEP meetings, and parent or student conferences as would regular faculty members. There will be one afternoon university class meeting that the Student Teachers will need to attend during this semester as well.

Mentor Teacher's Role

In the spring, the Student Teacher will take on the “lead teacher” role in the classroom, but effective coaching from the Mentor Teacher is key to successful student teaching. Mentor Teachers are expected to conduct regular observations of and conferences with their Student Teacher throughout the spring semester. Mentor Teachers are expected to communicate with the University Supervisors during their visits, as well as complete the spring semester evaluation instrument and participate in the midterm and final conferences.

Mentor Teachers may leave the classroom while the Student Teacher is teaching if it is appropriate in their professional opinion and if district policy allows that. Needless to say, the Mentor Teacher should be present in the classroom a great deal of the time to observe and provide the feedback that furthers the Student Teacher's development. If the Mentor Teacher determines that the Student Teacher has adequate professional skills to be alone in the classroom, then they must adhere to the following rules. The only exception to these policies is if the Student Teacher has a valid substitute certificate and has been officially designated by the school district as a substitute teacher for that class period/day.

1. Mentor Teachers must **always** tell Student Teachers specifically where they will be on campus so that they can be reached quickly in an emergency.
2. Mentor Teachers **cannot** leave the school campus.
3. Mentor Teachers **cannot** do class coverage for another teacher or in any way supervise another group of students while the Student Teacher is teaching. The Mentor Teacher is still legally in charge of the Student Teacher's students.

Throughout the school year, if the Mentor Teacher is absent, an official substitute teacher must be hired and the substitute teacher must remain in the classroom with the students and the Intern even if the Intern is leading instruction. Mentor Teachers should explain in their instructions to the Substitute Teacher that the Substitute Teacher, not the Student Teacher, is legally liable for the welfare of the students

and that the substitute is expected to remain in the classroom at all times. The Intern may serve as the official substitute teacher **only if** the intern is hired by the district as the substitute. The Intern cannot miss any afternoon UA classes to substitute teach at the school site.

University Supervisor's Role

The University Supervisors will conduct a formal observation of and post-conference with the Student Teachers every 2-3 weeks during the spring semester. Student Teachers must submit a lesson plan to “BOX” for the lesson that will be observed at least 2 days prior to every supervisor’s visit. Following the observation and conference, the University Supervisor will document the Student Teacher’s progress by completing a ***Student Teaching Observation Form***. That form will be uploaded to BOX to be viewed by the Student Teacher and Teach Arizona Director. University Supervisors will also keep in contact and share their feedback with the Mentor Teachers throughout the semester. A copy of the Student Teaching Observation Form can be found on the Teach Arizona resource webpage.

Note: Mentor Teachers are encouraged and expected to contact their assigned University Supervisor or Ms. Acosta/Mr. Lang **as soon as possible** if issues arise, particularly concerns regarding the placement and the student’s fitness to teach. The ***Performance Concern Form*** can be found on the Teach Arizona resource webpage.

Evaluation of Student Teaching

Timeline: Teach Arizona student teachers are formally evaluated twice during the spring student teaching internship. The University Supervisor will conduct both evaluation conferences, which are jointly attended by the Mentor Teacher and Student Teacher. The midterm evaluation conference will be held in early March. The final evaluation conference will be held in late April.

Evaluation Instrument: Student teaching will be graded on a pass/fail basis. The ***UA Teacher Candidate Midterm/Final Evaluation*** form and ***UA Teacher Candidate Midterm/Final Evaluation Rubric*** will be used to assess whether the student teacher has demonstrated the knowledge, skills and dispositions necessary to pass student teaching. The Mentor Teacher and Student Teacher will each individually complete this form prior to the midterm and final conferences. During the conference the University Supervisor completes a composite form and notes any discrepancies. The University Supervisor collects the signed forms and uploads them to BOX to be viewed by the Teach Arizona Director. This evaluation instrument is the benchmark assessment in the course. Student Teachers must receive a minimum score of “2” on each indicator on the final evaluation to pass TLS 593b.

Professional Standards

Student Teachers are expected to conduct themselves with the professionalism of a regular school faculty member. Dress and behavior should be aligned with the school district's Code of Conduct. University Supervisors should assist the Student Teachers in obtaining a copy of the school district's Code of Conduct. To ensure the safety of teachers and students, schools have procedures regarding visitors. Student Teachers should adhere to policies regarding visitors on campus. They should also obtain appropriate faculty ID cards and parking passes.

School premises are weapons-free, drug-free and alcohol-free areas. Student Teachers in possession of any of these or under the influence of drugs and/or alcohol while on school premises may be subject to disciplinary action, including being issued a failing grade for TLS 593a or TLS 593b, dismissed from the Educator Preparation Program and/or referred to law enforcement.

Upon admission to a University of Arizona teacher preparation program, Student Teachers receive a copy of the **UA TPP Professional Standards** and the related referral and growth plan forms. These standards are the expectations for University of Arizona students who plan to become teachers. Student Teachers are expected to demonstrate that they can meet the national, state, university and school districts standards and are, therefore, prepared to teach children and youth. The UA TPP Professional Standards are detailed below.

If at any time a university or school district faculty member believes that the Student Teacher is not meeting these standards, they should bring it to the attention of Teach Arizona Director Patty Stowers (pstowers@arizona.edu) and either Tucson Coordinator Patricia Acosta (66pacosta@arizona.edu) or Statewide Coordinator Mike Lang (mglang@arizona.edu). This can be done by completing and emailing a **Performance Concern Form**, although a simple email or phone call can also begin the process. Dr. Stowers and either Ms. Acosta or Mr. Lang will meet with the student and, if necessary, develop a **Professional Growth Plan**. These forms, as well as the Due Process Flow Chart can be found on the Teach Arizona resource webpage.

The University of Arizona Professional Preparation Program (U of A PPP)

Professional Standards for Teacher Preparation

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the State of Arizona for teaching certification merit acceptance into the teaching profession. As a student in a University of Arizona professional preparation program, you are expected to meet several professional standards, policies, and requirements.

Academic Standards

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers. All University of Arizona certification programs have aligned their curricula and assessments to these standards. Throughout your teacher preparation program, there will be a series of benchmark assignments, including the capstone experience of student teaching, to assess your progress in meeting them. You are required to review these standards:

- [InTASC Standards](#) (pp. 16-47)
- [ISTE Technology Standards](#) (pp. 5-6)

Behavior Standards

You are expected to behave professionally during the program while on the UA campus, school district campuses, and related field experience events. There are three categories of behavior standards to which you must adhere:

- State of Arizona Standards:
 - [Arizona State Board of Education Professional Practices for Certificate Holders](#) (pp. 2 & 4)
 - [Arizona State Board of Education Immoral and Unprofessional Conduct](#)
 - [Arizona Board of Education Code of Conduct](#)
- The University of Arizona Standards:
 - [Student Code of Conduct](#)
 - [Threatening Behavior Policy](#)
 - [Non-Discrimination and Anti-Harassment Policy](#)
 - [Academic Integrity Policy](#)
 - [U of A PPP Professional Expectations](#)
- Your Assigned School District Standards:
 - District codes of conduct for faculty and staff. Faculty codes of conduct can be found in the faculty handbook at your assigned school(s). It is your responsibility to obtain these from your site and read them prior to starting.

Adherence to Standards

Successful completion of the professional preparation program is dependent upon a student's ability to meet academic and behavior standards. If a student's performance raises concerns about their ability to complete the program, UA program personnel will follow the [Due Process Flow Chart](#) and may initiate a [Performance Concern Form](#). Depending on the severity of the issue, the student may be placed on a [Professional Growth Plan](#) which identifies steps for remediation, provides support, and establishes expectations to be met within a given timeline. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include:

- Placed on extended PGP and/or probationary status
 - Withdraws from course. May be allowed to re-take course in future.
 - Fails course (as determined by instructor). May be allowed to re-take course in future.
 - Student withdraws from program with possibility of readmission to that program. Student must reapply.
 - Student withdraws from program with no option to be readmitted to that program.
 - For Undergraduate Students: Recommendation to College Dean for dismissal from program, with notification to UA Dean of Students.
 - For Graduate Students: Recommendation to UA Graduate College for dismissal from program, with notification to College Dean.
- * Note: Severe violations may lead directly to consequences listed above in lieu of a *Professional Growth Plan*.

Policy regarding second placements: 1) The program will attempt to secure a second placement if deemed appropriate; 2) There is no guarantee a second placement can be secured; 3.) If the student is on a *Professional Growth Plan*, then the PGP will be shared with the new placement; 4.) If the student is on a *Professional Growth Plan*, the second placement is the final placement.

Professional Expectations for UA Teacher Candidates

Throughout their entire academic program, students enrolled in Educator Preparation Programs are expected to:

- maintain or exceed the minimum grade point average in their respective program
- earn the minimum required letter grades in program courses
- follow the academic program of study as prescribed by the program advisor
- abide by state, university, and school district professional, behavioral, and academic standards
- abide by FERPA requirements regarding student data and privacy
- abide by Arizona statutes regarding Mandatory Reporting
- communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
- refrain from posting or sharing any minor's images, videos, identifying information, or student work on social media without the written permission of the parent/guardian
- have a professional appearance when on a school campus or at school-related events
- attend all required course and field-related events on time and for the entire duration
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive fully prepared for scheduled classes and field experiences
- look beyond oneself and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
- acknowledge and respond (if appropriate) to others' differing perspectives in a professional and respectful manner

- accept and act upon reasonable criticism and feedback with openness and a growth mindset
- question and test assumptions about teaching and learning
- maintain appropriate separation of personal and professional issues
- maintain or exceed the minimum grade point average in their respective programs
- be proactive in solving issues early through open communication with pertinent personnel
- review and utilize relevant materials and resources provided, including those available via our website and guidebook
- never invite or meet with a student outside of school events
- do not text, message, email, call, or use social media to communicate with students about any topic that is not directly school-related (and if school-related communications are necessary, include their parents/guardians)
- check voicemail and UArizona email daily, and respond appropriately within one business day to messages regarding program or field experiences
- maintain organized and up-to-date records/binder of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.
- inform appropriate University and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
- promptly disclose to the program director if, at any time during my academic program, I become under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct, and/or one or more of the criminal offenses as listed in the [Arizona State Board of Education Professional Practices for Certificate Holders](#) (pp. 2-4) or the [Arizona State Board of Education Immoral and Unprofessional Conduct](#). (Note: If you are unsure whether you need to make a disclosure, you should contact the program coordinator/director. Making a disclosure may, but does not necessarily, result in a denied application or removal from a student-teacher placement.)