

PR Award #	U350A110033
Name of Organization	Arizona Board of Regents, University of Arizona
Name of Project	The University of Arizona South Transition to Teaching
City, State	Tucson, Arizona

## **PROJECT ABSTRACT**

The University of Arizona South, in collaboration with nine schools from the Borderlands Consortium, a group of high-need, rural, border school districts in southeastern Arizona, has developed a Transition to Teachers program to recruit and retain 115 teachers in direct response to the needs of the project's partnering schools. Students will be recruited from four target groups: returning military personnel, paraprofessionals, recent Hispanic graduates, and graduates who come from the two-county program area; each representing either midcareer professionals or recent graduates. Students will be selected based on interest in science, technology, engineering, and mathematics (STEM) or other high-need subject areas, willingness to teach for at least three years in a partner school, and tested surveys which show great success in identifying potential teachers. University of Arizona South will support students with both accelerated and alternative tracks to a Master's in Education with a certificate to teach at the secondary school level. In addition to traditional academic studies, specialized courses and workshops, such as "From the Military to the Classroom: Making a Successful Transition" and "Teaching on the Border in Rural Arizona," will be presented. With a focus on classroom internships and online coursework students will receive technology and professional development stipends as well as support with State testing preparation and STEM subject workshops and institutes. Upon graduation, students will enjoy priority placement opportunities with partner schools and receive ongoing professional development opportunities, teacher mentorships, and peer support programs. Program structure is based on the successes of previously funded programs as indicated in the "Transition to Teaching Program Evaluation Interim Report on the FY 2004 Grantees," 2009 and adheres to Education Department General Administrative Regulations (EDGAR).