

Student Teaching

Handbook



NORTHERN ARIZONA UNIVERSITY



Professional Education Unit

Office of Field Experiences



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More Student Teaching Information at:

http://coe.nau.edu/student_services/Field%20Experience/st_information/st_basic_info.php



Conceptual Framework of the Professional Education Unit

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

The professional education unit at Northern Arizona University seeks to prepare educational leaders who create tomorrow's opportunities for young people: opportunities to learn, opportunities to improve their lives, their communities, and prospects for the future. We strive to create a web of inquiry, exploration, and dialog—through direct personal interaction and mediated by technology—that invites all members of the education community to come together to use discovery, innovation and collaboration to improve people's lives through education.

Mission Statement

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Guiding Image

Learning professionals committed to student success in changing environments.

Philosophy

Faculty members in the professional education unit believe in the dignity and inherent worth of all people and in the central role of education in a democratic society. Education is a means of opening doors for people. Our complex and changing society, with increasing diversity and ever-changing technology, calls for special attention to developing educational leaders, who function effectively in formal and informal learning environments. Such leaders gain their authority through thoughtful and ethical actions, which include problem-posing and solving, the use of evidence in decision making, advocacy for all learners, and seeking opportunities for personal growth.

We believe inquiry calls on us to examine the best ideas from the past, to weigh various kinds of evidence and to initiate rigorous research on promising ideas. Innovation leads to practical applications and offers new possibilities to schools and practitioners as they address the complexities of providing effective education to all learners.

We believe effective educators (our candidates) must have strong content background, professional competence, and dispositions to be confident, open-minded, ethical and empathic. These dispositions are developed through programs grounded in appropriate methodologies identified in the literature. Our philosophy calls us to hold high expectations for all candidates, our colleagues, and ourselves; to embody active respect for our colleagues and those we serve; and to provide the tenacious support needed for all to succeed.

Key dispositions for candidates:

Confident
Open
Ethical
Empathic

As an institution, Northern Arizona University has articulated values that include the following: excellence in education (rigorous and high quality), student success (placing learner needs at the center of planning), educational access, diversity, integrity, and civility. The unit embraces these values.

Core Unit Values (NAU corresponding values):



Learner-centered education (NAU: student success). We value programs that give candidates the greatest chance of success by including components that are experiential, collaborative (often in mutually-beneficial partnerships with schools), problem-centered, reflection-oriented, outcome-based, research-guided, and technology-rich. We are committed to modeling effective learner-centered practices and dispositions.

Commitment to Diversity (NAU: educational access; diversity). We actively promote diversity among administration, faculty, staff and candidates. We endorse respect for diversity in our curriculum and pedagogical applications.

Innovation and inquiry (NAU: excellence in education). We focus on research that serves the organizations for which we prepare professionals, and we view our mission as incorporating new knowledge into the preparation of professionals and spreading this knowledge to the practitioners already in the field.

Advocacy (NAU: integrity and civility). We believe that advocacy for learners and for equitable and effective institutions is a central responsibility.

Life-long Learning (NAU: excellence in education). We believe in the concept of continuous learning for personal and professional development and strive to instill that value in our candidates.

Purpose

Our initial and advanced programs in professional education are designed to accomplish the following purposes:

1. To prepare candidates who will effectively serve as professionals in existing education organizations.
2. To prepare candidates who will lead education organizations in ongoing improvement.
3. To further the development of knowledge through the synergistic relationship between professional preparation programs and innovation and inquiry.
4. To serve education organizations through preparing personnel and providing relevant knowledge.

Conceptual Framework Summary, March 2007



**Office of Student Services
Field Experiences
Support Team**

Graduate Assistant

Graduate Assistant

Graduate Assistant



Dear Student Teachers,

Congratulations! You are about to embark upon an exciting and rewarding journey which will culminate in your becoming a professional educator. The major step toward this goal is student teaching. This experience will impact your professional development more than any other experience you have encountered thus far in your professional preparation. Consider this experience a privilege that requires the same commitment you exhibited in previous semesters of coursework with additional responsibilities.

Student teaching will provide you with an opportunity to put theory and skills into practice. During your experience, you will be mastering professional knowledge, skills and dispositions. You will be learning to work cooperatively with a school system, adjust to schedule changes (sometimes on an hourly basis), maintain accurate records, and relate in a positive and cooperative way with co-workers and students. Your experience will also provide you with a chance to build confidence as an educator, re-define your role from student to professional, and give you an opportunity to become an integral part of a school district.

There will be several professionals involved in your student teaching experience who will work with you to assist in making your student teaching experience a success. A successful student teaching experience is achieved through close cooperation between NAU Student Services, your university supervisor, district administration, your cooperating teacher, and you -- the teacher candidate. The success of your experience is a cooperative effort between you, the university supervisor and cooperating teacher. Effective communication will lend to your success!

The university supervisor will be available to you for continued support and guidance throughout your student teaching experience. Each supervisor has a valuable past within the educational environment with expertise brought from the classroom.

The cooperating teacher is your daily mentor who was carefully recommended by the administrator of the school and/or district. The cooperating teacher plays a critical role in providing quality, constructive feedback to guide and shape you as a future teacher.

Effective communication between you, the cooperating teacher and university supervisor is essential for a successful student teaching experience. The expectation is that 'the team' will collaborate as professionals, recognizing the student teacher as a "practicing-to-be" a first year teacher!

The goal of the Professional Education Unit is to prepare you for a successful teaching career. Make time to thank the districts, schools, principals, cooperating teachers, and administrators who have made your student teaching assignment possible!

Please note that the Student Teaching Handbook is the textbook for this course. Use this handbook as a resource and guide during your student teaching experience. It is recommended that you read, know and carry the handbook with you every day.

On a final note, all correspondence will be sent to your NAU email address. It is recommended that you check this email on regular basis. Enjoy your journey...

Best wishes for your upcoming semester!

Sincerely,

Marilee Eveleth
Assistant Director of Student Services, Field Experience



Teacher Candidate

Because student teaching requires a full-time commitment from you, clearly understanding the information required, expectations, and dedication to teaching will provide a pathway to successfully completing your experience. It is expected that you will participate in non-instructional duties within your school community as deemed appropriate by your university supervisor and cooperating teacher. Additionally, it is highly recommended that you do not hold an outside job as the demands of student teaching extend far beyond the traditional school hours in a day, as well as the week. Below are some specific responsibilities:

GETTING READY FOR THE EXPERIENCE

Student teaching will be the most challenging and rewarding part of your education! Planning is a quality that all teachers, especially student teachers, must embrace throughout their professional years. Taking responsibility for planning and putting it into action will help establish a firm foundation to begin the semester. In addition to the paperwork needed for documentation, you must take the initiative to contact your cooperating teacher to plan an initial meet-and-greet day. Demonstrating initiative, communication, commitment, responsibility, professionalism, and thoughtfulness can set the stage for a productive, collaborative semester!

COURSE REGISTRATION

In order for you to receive credit for student teaching, you **MUST** be registered in the correct course and section of student teaching along with proper enrollment in TaskStream. You must have an active registration status. Section numbers are available online at the *Student Teacher Information* site. TaskStream self enrollment codes are available at [NAU portfolio](#) site.

Student teaching courses are as follows:

Elementary Education – ECI 490C (12 hours)

Elementary Education AND Special Education –

ECI 490C (8 hours) **AND** ESE 491 (8 hours) 16 hours total

Early Childhood Education –

ECI 490C (6 hours) **AND** ECI 492 (6 hours) 12 hours total

Elementary with BME/ESL Content & Placement – ECI 493 (12 hours)

Secondary Education – ECI 495C (12 hours)

Check registration list for proper content section codes.

Secondary Education AND Special Education –

ECI 495C (12 hours) **AND** ESE 491 (8 hours) 20 hours total

Elementary Masters – ECI 576 (11 hours) **AND** ECI 577 (1 hour) 12 hours total

Secondary Masters – ECI 595 (8-12 hours)

TASKSTREAM ENROLLMENT

Elementary Education – ECI 490C

Elementary Education AND Special Education – ESE 491

Early Childhood Education (only Bachelors of ECE) – ECI 492

Elementary with BME/ESL Content & Placement – ECI 490C

Secondary Education – ECI 495C “content-specific”

Secondary Education AND Special Education – must complete in both areas -ECI 495C **AND** ESE 491

Elementary Masters – ECI 576

Secondary Masters – ECI 495/595 “content-specific”



SYLLABUS

Each of you was emailed the Student Teaching Syllabus. There you will find the general description of the course along with outcomes, required materials, outline of requirements and expectations, assessments and evaluations, grading structure, alerts, infractions and consequences, and course policies and requirements. The college, university and State of Arizona policies are also included.

This is the general syllabus for all sections of student teaching courses providing the **minimum** requirements for all teacher candidates. Departments, supervisors and cooperating teachers are reserved the right by the Instructor of Record to modify the general syllabus to fulfill requirements at the specific host sites.

Cooperating Teacher

The first thing you should do upon receipt of your finalized placement is make a call (leaving a message) **AND** send an email to establish an initial meeting. Remember they are still teaching and have very busy schedules. It is imperative that you leave detailed messages, speaking clearly and spelling your name to alleviate misinterpretation. Provide possible times throughout the week when you could be reached making sure that are many opportunities to connect. This should be done prior to the start of the semester whenever possible!

You have been partnered with a cooperating teacher who has been recommended as a quality mentor for a teacher candidate. This is an opportunity to experience quality teaching modeled and engage in professional conversations.

School/District Calendar

Find the school/district calendar for the semester/year. Know when holidays, teacher work days, in-service days, and school events. Having this information readily available will help you plan for your student teaching experience and prepare questions for the initial meeting.

PAPERWORK

As required of any job and the majority of courses, you are expected to complete and submit a variety of paperwork for proper documentation. These items must be logged in our system:

1. *Team Information Checklist*
2. *Team Information Form – mailed to Student Services*
3. *Observation Checklist Document*
4. *Statement of Values and Expected Professional Behaviors – signature page only mailed to Student Services*
5. *Confidentiality and Work Statements – mailed to Student Services*
6. *Institutional Recommendation Document – mailed to Student Services*
7. *Information Update Form – mailed to Student Services*

DURING THE EXPERIENCE

There are many requirements that must be successfully accomplished to pass your student teaching experience. These are clearly outlined in the Student Teaching Syllabus. The student teaching experience is based on the premise that with practice comes good teaching! Student teachers are expected to follow a planned phase schedule providing transitional opportunities to observe, co-plan/co-teach, teach, and ease back to an assisting stage. The goal is to provide a stable learning environment where the students in the classroom have limited interruptions, and the student teachers gain additional knowledge and skills to enhance their teaching and management within a classroom. (See phase schedule in appendix)

The benefit of student teaching is immediate support and direction is provided from the cooperating teacher with additional support and guidance from the university supervisor. It is expected that you welcome the opportunity for feedback on a regular basis, and that constructive criticism will help you grow as a future teacher. Now is the time to embrace all of the feedback that is offered and make the necessary immediate changes! Please review the specific roles and responsibilities sections of the university supervisor and cooperating teacher.



Attendance and Participation Obligations

FOLLOW YOUR COOPERATING TEACHER'S SCHEDULE and THE SCHOOL DISTRICT CALENDAR.

Attendance and participation are required. Attendance is required during all working school days as determined by the contract of the cooperating teacher. You are expected to begin and end your day according to your cooperating teacher's schedule. Attendance and participation is expected at staff meetings, extracurricular activities, open houses, in-service days and other events as directed by your cooperating teacher or principal.

An absence is excused only for personal illness and/or death in your immediate family. A teacher candidate with excessive absences will be reported to and reviewed by the Office of Student Services and may result in removal from the student teaching placement. You must do the following if an absence becomes necessary:

1. Call your mentor teacher immediately.
2. Fax or email the substitute plans as early as possible and before the start of the teacher's school day.
3. Call or email your university supervisor to report the absence.

NOTE: If your absences are excessive, you may be expected to make up the time at the end of the semester. The university supervisor and/or cooperating teacher may require documentation from a professional. In this situation, you may even be asked to repeat your assignment the following semester (without tuition reimbursement).

Interacting with Cooperating Teacher and School Personnel

You will be expected to interact with your cooperating teacher on a daily basis which will include time outside of the student learning day. Some of this outside time will be responding to your teaching day and some will be responding to the student's behaviors and academic progress in your classroom. This is considered confidential information and is not to be shared with others outside of the school community with some information not to be shared with other teachers in the building. Remember the FERPA laws as they are related to you in your academics at NAU. (Confidentiality Statement)

Professional Interactions

In addition to the professional interactions within the school community, you may be invited to interact with others (friends or family) using a variety of social networks or media. You are expected to maintain the same confidentiality and professional integrity. Some social networks/media have provided incriminating information where student teachers are asked to vacate their student teaching placements immediately. Please carefully consider all information, pictures, and videos prior to publishing on these social networks as they may not be secured. (Confidentiality Statement)

Substitute Teaching/Coaching/Tutoring

The teacher candidate may not substitute teach or receive compensation for student teaching. You are permitted and encouraged to teach and assume leadership for your assigned classroom when the cooperating teacher is absent under the direction of the paid substitute hired by the district.

Teacher candidates are encouraged to participate in the school community outside of the school day. This can be through coaching, tutoring, sponsoring groups, etc, but it may not interfere with student teaching responsibilities or the student teaching day (which must include mentoring time). Extracurricular activities within the school community must be approved by your university supervisor and cooperating teacher prior to participating. (Working Statement)

EXCEPTION: A teacher candidate who is seeking a Master's degree in teacher certification may teach in their own classroom as long as teaching contract meets the program/degree requirements. A Master's teacher candidate may also be hired by the district to substitute teach in their own classroom with the permission of their university supervisor and cooperating teacher. All student teaching expectations are still required for successful completion of student teaching.

Working Outside of Student Teaching

Student teaching must be your first priority until completion. It is recommended that you do not work while student teaching. However, if it is or becomes necessary to seek employment outside the student teaching day and your job affects your ability to be



successful and give 100% to the student teaching placement, you will have to give up your job or student teach at a different time (without tuition reimbursement). (Working Statement)

Maintaining the Professional Portfolio

Student teaching provides many opportunities to prepare for your future as a teacher. Building and maintaining resources for support in your future classroom is key to a successful start in a new career. You are expected to maintain an organized portfolio of specific criteria, but please do not feel that you are limited to these areas. Additionally, you are expected to provide your working professional portfolio during the scheduled university supervisor observations. See the criteria details listed in the course syllabus and in the appendix of the handbook.

Observations, Conferences and Student Learning

The teacher candidate is expected to be present for all scheduled observations with additional time allocated for conferencing. The observations are opportunities for you to provide evidence that your teaching impacts student learning. The conferences are opportunities for you to receive feedback to reflect on your teaching. This is the time for you to hear suggestions for growth, ask questions, seek guidance and assistance, provide highlights, and possibly just declare trials, tribulations and successes. This is also a great time to discuss the candidate work sample!

Classroom Management

This is an area that the majority of teacher candidates struggle and need assistance. Ask for feedback on a daily basis and document what works and things that do not work. Since you will be in a classroom with an established program, you will want to follow that program. When you have your own classroom, you will probably use the best of many ideas. Try not to become discouraged with classroom management; this is the most difficult teacher-task to master. It takes years! Remember you are learning -- some things take time! You may find several of these ideas helpful in many situations:

BE CONSISTENT AND FAIR - Follow through
PLAN WELL IN ADVANCE FOR PROBLEMS - Anticipate problems
GET TO KNOW YOUR PUPILS – Treat equally
BE FRIENDLY, BUT FIRM – No best friends needed
BE ACTIVE AND ALERT - Move around
SET AN ATMOSPHERE OF WORK AND PLAN FOR ACTIVE LEARNING - Know your content!
DEVELOP A ROUTINE AND STICK TO IT - Consistency
BE IN THE CLASSROOM BEFORE THE STUDENTS ARRIVE – Punctual and Planned
USE A VARIETY OF TEACHING STYLES
NEVER SEND A STUDENT OUT OF THE ROOM WITHOUT SUPERVISION
DON'T PUNISH THE WHOLE GROUP FOR THE ACTIONS OF ONE – Respect individually
GIVE ALTERNATIVES TO A MISBEHAVING STUDENT
DON'T BE AFRAID TO ASK FOR HELP! – Cooperating teacher, university supervisor, principal

DISPOSITIONS

The teacher candidate is expected to honor the ethical, professional, and conduct guidelines specified in the “Statement of Values and Expected Professional Behaviors” along with the school and district policies. The teacher candidate must adhere to professional expectations.

Statement of Values and Expected Professional Behaviors

Teacher candidates who work in P-12 school settings shall have the commitment to develop and demonstrate growth in the attitudes, dispositions and skills described in this document in order to embody the values of the vocation of teaching. The Professional Education Unit faculty established these standards as essential to the professional development of candidates in the Teacher Education Program. In order to be academically eligible, candidates must meet programmatic requirements and behave in ways consistent with the values and expectations outlined in this document. Violations of the values and/or expected professional behaviors may result in sanctions, including imposition of a professional growth plan, academic program suspension or dismissal, or other discipline as appropriate to the violation.



Candidates demonstrate their commitment to academic standards and professional competencies by agreeing to adhere to the following values and expected behaviors:

I will establish a credible reputation as an educator and provide leadership by:

- ☐ Taking responsibility for the physical safety and welfare of students
- ☐ Maintaining confidentiality regarding student records and information
- ☐ Being present, punctual, and prepared for university classes as well as teaching responsibilities
- ☐ Dressing professionally in teaching situations and educational environments
- ☐ Demonstrating appropriate amounts of self-control and self-regulation in my communication with others
- ☐ Taking responsibility for my actions
- ☐ Being open to new ideas and cultures
- ☐ Maintaining a strong sense of intellectual curiosity
- ☐ Assuming appropriate responsibility and authority
- ☐ Acting purposefully with commitment and enthusiasm
- ☐ Adhering to the highest ethical standards
- ☐ Demonstrating integrity and honesty
- ☐ Avoiding verbal or physical harassment and/or abuse
- ☐ Avoiding any inappropriate relationships with students, family members of students, or other school personnel
- ☐ Avoiding intimidating or embarrassing other individuals
- ☐ Making good professional judgments
- ☐ Developing an appropriate and sufficient level of teacher self-efficacy, which are my beliefs about my competencies and abilities in a given school related situation to make a difference

I will act in a collaborative manner by:

- ☐ Listening to and valuing others' perspectives
- ☐ Contributing to joint work
- ☐ Demonstrating willingness to learn from others
- ☐ Demonstrating flexibility and openness
- ☐ Demonstrating respect for diverse ideas/people as assets
- ☐ Keeping supervisors informed of any issues/problems and following all guidelines regarding "duty to report" cases

I will fulfill the essential functions of the teaching role by:

- ☐ Exhibiting physical well being to meet the demands of the teaching profession
- ☐ Exhibiting emotional well being to meet the demands of the teaching profession
- ☐ Developing a corrective plan and/or seeking help when needed to maintain personal wellness.
- ☐ Displaying empathy and an ethic of care
- ☐ Practicing patience
- ☐ Inviting and receiving professional feedback non-defensively
- ☐ Decreasing impulsivity and reactivity
- ☐ Managing moods
- ☐ Expressing emotions appropriately
- ☐ Developing social skills (e.g. giving and receiving feedback, communication)
- ☐ Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
- ☐ Being prepared for class each day
- ☐ Being aware of my content knowledge limitations
- ☐ Seeking assistance as needed to improve skills

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I read, understand, and agree to abide by these standards and expectations.

The signature page must be returned to the Student Services office acknowledging your understanding and commitment to this code. (Dispositions Statement)



Evaluations

The most important thing to remember about your evaluations is:

EVALUATIONS COULD BE SEEN BY FUTURE EMPLOYERS!

Make a positive impression on your cooperating teacher, school personnel, and university supervisor. Always be considerate, open-minded, helpful, and go above and beyond the call of duty. Have a positive attitude remembering that you can learn from **any** situation. It's all up to you! If your goal is to be successful, you will be.

You will be evaluated a total of six times, minimally:*

1. Progress report (informal) from your university supervisor.
2. Midterm evaluation from your university supervisor.
3. Midterm evaluation from your cooperating teacher.
4. Second informal progress report from your university supervisor.
5. Final evaluation from your university supervisor.
6. Final evaluation from your cooperating teacher.

Midterm evaluations should occur during the middle of your assignment. Final evaluations should take place the last month of your assignment. Ask your university supervisor and your cooperating teacher to go over all evaluations with you. Evaluations can be viewed at the [PEU Evaluation System](#) website using your LOUIE login and password information.

***Midterm/Final Evaluation**

If you are a SPECIAL EDUCATION dual major or EARLY CHILDHOOD, the schedule is more compacted and will not include the progress reports. However, there will be an additional “content” evaluation during the midterm and final.

DISPOSITIONS are consistently evidenced and critiqued in all evaluations!

Alerts/Infractions/Consequences

The student teaching experience and partnerships are established to provide a supportive environment for teacher candidates to practice, learn and grow to become a certified teacher. Therefore, all teacher candidates must meet the Arizona Professional Teacher Standards (APTS) (earn a 2 in all areas). Each criterion is evaluated on the standard midterm and final evaluations. An alert can be filed by a university supervisor or cooperating teacher when a teacher candidate is struggling to progress toward meeting the expectations of the student teaching course. The expectation for all teacher candidates is to meet the APTS by the end of the placement.

An alert can be filed at any point throughout the student teaching experience on a progress report or midterm or final evaluation. If the teacher candidate finds themselves in an “**alert**” situation, there is a structure in place to provide an avenue for success. When an alert is filed, Student Services, Field Experiences is notified by email and communication with the university supervisor ensues. Depending on the severity for the alert, the teacher candidate may find that a “plan of action” will be written with benchmarks identified and reassessed for progress on specified dates.

The teacher candidate may receive a failing grade if it is determined through the intervention that the teacher candidate has violated or does not meet the provisions contained in “Statement of Values and Expected Professional Behaviors” and/or is not progressing toward meeting the expectations in the plan of action as aligned with the Arizona Professional Teacher Standards. A phone call along with an email to the teacher candidate will be initiated by the Director of Student Services or Designee to discuss options. All teacher candidates are provided a 2nd opportunity to complete student teaching successfully, if the removal from the current student teaching placement is not a result of a legal violation.

NOTE: If the teacher candidate is asked to be removed from the placement by the cooperating teacher, the building principal, and/or a district administrator, a phone call to the teacher candidate will be made to discuss options to move forward. There could be an alternate degree offered. There are no 3rd opportunities!

Incompletes

NAU has very [specific guidelines](#) for incomplete grades. Please review the University’s policy before requesting an incomplete



status. If expectations, as stated in the course syllabus, are not able to be met within the established semester of student teaching, the teacher candidate will receive the grade earned. Student Teaching is a Pass/Fail course. The student teaching course may only be repeated one time which would be the final attempt. If a teacher candidate fails the student teaching course and chooses to repeat the experience, the teacher candidate is required to register for the appropriate amount of credits.

University Supervision

The university supervisor assigned to you will contact you upon receipt of your name and contact information. We have asked that they contact you by the second week of your placement. If you do not hear from anyone by the end of your third week, please send a quick email to XXX.

Your university supervisor will visit you a minimum of five times. The initial visit will take place within the first few weeks of student teaching. The purpose of the initial visit is to get to know each other, set up a schedule for future visits and discuss expectations for the semester. Make sure you have printed and read all documents for the initial meeting.

The remaining visits will be to observe you in the classroom setting. During these visits you will be required to have a formal lesson plan for the activity that will be observed. Please provide a place in the classroom for the university supervisor to sit and have available the lesson plan, text, activity sheets, and Student Teaching Portfolio/Notebook for his/her perusal.

The university supervisor will want to conference with you after each observation. When the schedule allows, the cooperating teacher may want to conference with the supervisor also.

You can prepare yourself for these visits by reviewing the information on the evaluation forms. Evaluating these criteria is the evidence needed to endorse you as a future teacher who has met the Arizona Professional Teacher Standards!

Cooperating Teacher

Your cooperating teacher is expected to provide candid, constructive feedback on a weekly (daily) basis. Expect this feedback to be very honest, fair and direct regarding your professional knowledge, skills and dispositions. Take this feedback...learn...and grow! It is recommended that the cooperating teacher dialogue daily with you about the day.

Each cooperating teacher is required to observe and complete two formal observations – a midterm and final evaluation. If you are an Early Childhood, Special Education, or Secondary major, they will complete the ‘content’ midterm and final evaluations, as well.

Cooperating teachers are hired to provide support and help you grow as a professional. We all want you to take this opportunity and make it your success!

AFTER THE EXPERIENCE

First, you need to congratulate yourself for successfully completing your student teaching semester!

There is a process to receive your teacher certification and much of it is out of our control. Once your grade is reported in the PEU Evaluation System, we record this in our records and wait for grading to be released. We report the grade in the NAU system, they post the grades (for you to see), and then the Registrar posts the degrees. Once the degrees have posted, your Student Services advisor will complete your Institutional Recommendation, receive the necessary signature and stamp, and mail it to the address Student Services has on file. If you selected to have Student Services hold your Institutional Recommendation for pickup, then it will be held at the front desk for your retrieval. This entire process typically is completed about two weeks after the end of the NAU semester. Grades cannot be posted any earlier which means the process cannot happen any quicker.

In the meantime, you can apply for jobs, talk to administrators, recruiters, and even interview. Districts and Human Resource departments know this structure and understand what is controllable. It is imperative that you clearly communicate with them where you are at in this process, what degree you are earning and what areas you will be highly qualified (which means you have passed the AEPA exams in these areas).

Additionally, it is highly recommended that you consider volunteering after your final grade report has been submitted by your university supervisor. Many cooperating teachers welcome this opportunity and the children love it! It also keeps your mind and hands active while waiting for that first interview!!



On a final note....do not forget to thank all who participated in your successful experience and providing a venue for you to student teach!

CERTIFICATION

The certification process takes place at the **end** of your student teaching semester or when you have **completed all** program requirements. Student Services provides an Institutional Recommendation (IR) for Arizona teacher certification to all students who have completed the Teacher Education Program at NAU. **All students who have completed the NAU Teacher Education Program must complete and submit the Institutional Recommendation to process their certification directly through the Arizona Department of Education.**

NOTE: Degrees are not posted until after grades have been submitted and posted at the end of each semester; this may not be the same time you actually complete your experience.

PROCESS: The IR will be mailed to your most recent address that is on file in our office, or held in our office per your request for pickup. Once you receive your IR, you will need to submit the IR along with your approved fingerprint clearance, and documentation of your passing score(s) from the AEPA to the Arizona Department of Education to be eligible for certification. The ADE will issue your certificate.

Professional Education Unit does not post degrees or issue certificates.

FEEDBACK ON UNIVERSITY SUPERVISION

At the end of the semester, you are required to evaluate your university supervisor. The form is located at the PEU Evaluation site. The form will not be released to the supervisor until all final grades have been posted. Thank you, in advance, for your feedback!



Cooperating Teacher

Special Note:

Thank you for your participation in our program and agreeing to assist in the preparation of a future professional educator. You will be the most valuable resource for the teacher candidate! Your role will be to serve as a mentor to the teacher candidate. By using your expertise and experience, you will guide him/her from the role of student to that of professional. You will be responsible for demonstrating professionalism in instruction, teaching skills, and attitude. Expect cooperation from your teacher candidate as you would of a colleague.

A cooperating teacher who has a positive influence on a teacher candidate is one who is:

- ❖ honest and direct,
- ❖ provides on-going constructive feedback,
- ❖ maintains harmony,
- ❖ gives praise,
- ❖ cooperates,
- ❖ encourages experimentation,
- ❖ models good professional practice,
- ❖ delegate's responsibilities, and
- ❖ an active facilitator.

These responsibilities are encouraged and supported by the university. Your support systems are the university supervisor and Assistant Director, Office of Student Services, Field Experiences. The university supervisor and Assistant Director are available to you if you need support and assistance. The teacher candidates are reminded that communication is key! Please model this by providing avenues to keeping the lines of communication open with all parties involved in their experience.

CONNECTING TO NAU

You will receive an initial email from the Assistant Director, Office of Student Services, Field Experience through the PEU Evaluation System by the start of the new semester. This email will include a link to the website for student teaching information. **PLEASE** go to this website, read the information and **complete the Payment Option Form FIRST and mail it to Student Services.**

Thank you, in advance, for being a wonderful role model!

ENJOY YOUR PARTNERSHIP WITH YOUR TEACHER CANDIDATE!



COMPENSATION

We want you to be compensated for your work with an NAU Teacher Candidate!

You are required to complete a payment option form and submit by or before the DUE date. The Payment Option form must be completed correctly and by the due date for you to receive compensation for having a teacher candidate. If the form is not received by the due date, the compensation will result in a tuition waiver. However, neither a stipend nor a tuition waiver may be processed without this form as it is a substitute W 9 and required by the government. Please be aware of the following when completing the form:

1. **Circle** stipend or tuition waiver! If nothing circled, this will default to a tuition waiver.
2. Your writing must be legible (please print or type).
2. Fill out the form completely (an empty line could delay payment or result in an incorrect amount). If you are not sure about dates, please complete to the best of your knowledge.
3. If you share responsibility for a teacher candidate **each** cooperating teacher must fill out, SIGN, and return a copy of this form.
4. If there have been any changes in your teacher candidate's assignment it is **IMPERATIVE** that our office be notified. A change in assignment may change the amount of compensation.
5. **Payment will be issued at the end of the NAU semester.** It will be mailed to the address you provide on the Payment Option form.

NOTE: There are states and/or districts that do not allow compensation to the cooperating teachers. Please check with your state or district for details.

University Resources

Your foremost University resource will be the university supervisor. The university supervisor will visit your classroom within the first few weeks of the assignment. He/she will establish a schedule of visits. The supervisor will also provide both you and the teacher candidate with contact information should either of you need assistance at any time.

Your second resource is the Assistant Director, Office of Student Services, Field Experiences, NAU. If you need assistance with **anything**, please don't hesitate to call XXX or email XXX.

PLEASE, advise the university supervisor and/or the Assistant Director at the very **first sign** of trouble. It is better to "nip" problems at the start than to try to resolve them at the end. Alert reporting tools are available in the PEU Online Evaluation System. By submitting an **Alert** via a **Progress Report** or **Midterm** evaluation through the PEU system, an email will be sent directly to the Assistant Director. This provides the necessary documentation for intervention and assistance by NAU.

Family Educational Rights and Privacy Act (FERPA)

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. FERPA applies to those institutions that receive funding from the Department of Education and guarantees students three primary rights: to inspect and review their education records; to seek to amend education records; and to exercise some control over the disclosure of information from those education records.

Education records are those records which are directly related to a student and maintained by Northern Arizona University or by a **person acting for Northern Arizona University**, which include any information or data recorded in any medium, including, but not limited to handwriting, print, tapes, film, microfilm, and microfiche.

Given that you have been secured as a "person acting for NAU", you are expected to adhere to the FERPA requirements. Please do not discuss any information regarding your teacher candidate(s) with individuals who are not directly supervising or mentoring the NAU student. Please visit the FERPA website to learn more: http://home.nau.edu/enrollmentservices/FERPA_for_Faculty.asp

Requirements/Expectations

MENTORING AND SUPERVISION

Arizona Risk Management insurance does **NOT** cover teacher candidates who are substituting in a school district. It is expected that the cooperating teacher will provide quality, constructive feedback on a regular basis to the teacher



candidate. It is expected that the cooperating teacher will model best practice and appropriate teacher-student interaction. It is expected that the teacher candidate will be treated as a professional, introduced as a practicing teacher, and respected as an individual. It is expected that inappropriate/unacceptable knowledge, skills, and/or dispositions will be reported immediately.

EVALUATIONS

You are required to **formally** evaluate the teacher candidate twice: midterm evaluation and final evaluation. For special education, preschool, and secondary student teaching experiences, a midterm and final content-specific evaluation is required, as well.

An email from the PEU Evaluation system will be sent to you prior to the start of the NAU semester. At this time, please login to the PEU Evaluation system to access additional information and teacher candidate placement information. Prior to verifying your teacher candidate/s and their placements, please complete the cooperating teacher information page located on the PEU Evaluation system.

The midterm and final evaluation forms should be completed carefully and thoughtfully. A copy of the evaluation form is in the appendix and can be viewed through the online evaluation management system.

Role

The Phase Schedule will provide an outline for the student teaching semester. This outline will be clearly articulated during the initial team meeting with the university supervisor.

To summarize your role, it is expected that you will:

PROVIDE SUPPORT

- Provide the teacher candidate with moral support and encouragement.
- Help your students get used to the teacher candidate as a regular teacher.
- KEEP THE AIR CLEAR AND TALK THINGS OUT.

GIVE ADVICE

- Give advice about classroom routines, clerical responsibilities, classroom management, discipline, balancing personal/professional time, parent conferencing, and all other school procedures.

BE A ROLE MODEL AND MENTOR

- Demonstrate friendship, acceptance, and patience.
- Observe lessons and provide feedback (DAILY!).
- Provide constructive criticism to assist the teacher candidate in learning appropriate teaching and classroom management techniques.
- Demonstrate lessons using different teaching styles.
- Allow the teacher candidate to observe other excellent role models.

PROVIDE INFORMATION

- Help the student locate resource materials.
- Provide information about roles of district personnel.
- Discuss your district's policies and procedures.
- Help the teacher candidate become aware of different learning styles.
- Help the teacher candidate learn how to self-evaluate lessons, skills, etc.
- Provide general information about the field of professional education.
- Provide CONSTANT constructive feedback.

At the End of the Experience

Once you have completed all of the paperwork and final evaluation, a Mentor Certificate will be released. This will be the formal documentation you will need to prove you have supported and mentored a teacher candidate for Northern Arizona University.

THANK YOU!



University Supervisor

Special Note

Thank you for your participation in our program and for agreeing to assist in the preparation of a future educator. As a university supervisor, you are the liaison between the University, cooperating teacher, and teacher candidate. Your role is to support and guide the teacher candidate by providing assistance/feedback to both the teacher candidate and cooperating teacher.

Your influence and representation of the University will be important to both the teacher candidate and cooperating teacher. The teacher candidate and cooperating teacher will depend upon you as you will be their primary university contact. When you need assistance and support, please contact the Assistant Director, Office of Student Services, Field Experiences (928) 523-7427. If you are out of Flagstaff, call 1-800-411-3072.

ENJOY YOUR SEMESTER!

Student Teaching Information

You will receive your initial list of teacher candidates from Student Services via email by the end of the semester prior to the start of a new semester. This email will include a list of student teachers, their placement information, and the link to the website for student teaching information. **PLEASE** go to this website, read the "Introductory Letter from Payment Specialist" and complete the steps stated within to be established as an NAU employee.

You will receive and initial list of teacher candidates from Student Services, please call your students within two weeks. Your first visit to the school should be scheduled **WITHIN THE FIRST TWO WEEKS OF THE ASSIGNMENT**. *Be prepared to give both the teacher candidate and the cooperating teacher your home or cell phone number, in case either one needs to contact you during non-working hours.*

An email from the PEU evaluation system will be sent to you prior to the start of the NAU semester. At this time, please login to the PEU evaluation system to access additional information and teacher candidate placement information. Prior to verifying your teacher candidates and their placements, please complete the university supervisor information page located on the PEU evaluation system.

Requirements-Observations and Evaluations

You are required to visit a teacher candidate **FIVE*** times throughout the semester. If there is a need to visit more frequently due to concerns, you must send an email to XXX to receive permission. If a teacher candidate is experiencing difficulty, an alert **MUST** be reported through the PEU evaluation system for proper documentation, include this information in "comments" section on the first page of the travel expense summary. The schedule of visits is as follows:

1. An initial visit to introduce yourself and set up a schedule of future visits. Discuss your expectations with the teacher candidate and cooperating teacher. Teacher candidates have been encouraged to ask questions during this meeting regarding their practice expectations.
2. Write a progress report of the teacher candidate's performance before midterm. Elaborate on their strengths AND areas that need improvement along with identifying dispositional progress. At this point, all teacher candidates should have areas that need improvement. It is **critical** that the teacher candidates are aware of any "areas to improve" or "dispositions" on which they must specifically work to improve. Early Alert indicators are available on this progress report for intervention/awareness purposes.
3. Formal written midterm evaluation during phase III. *PLEASE schedule a conference with the teacher candidate to discuss the results of the midterm before it is sent to NAU.* It is **critical** that the teacher candidates are aware of any "areas to improve" or "dispositions" on which they must specifically work to improve. Alert indicators are available within the report for intervention/awareness purposes.
4. A written progress report during phase III is required. It is **critical** that the teacher candidates are aware of any "areas to improve" or "dispositions" on which they must specifically work to improve. Elaborate on their strengths AND areas that need improvement along with identifying dispositional progress. Alert indicators are available on this progress report for intervention/awareness purposes.
5. Formal final evaluation during phase IV. *PLEASE review the final evaluation with the teacher candidate before sending it to NAU.*
6. Complete Final Grade Report form in the online evaluation management system.



***For dual placements, you will complete midterm and final evaluations for both placements along with the content-specific evaluations.**

During your initial visit, check to see that the student teaching assignment is "working." If you have concerns, call the Assistant Director, Office of Student Services, Field Experiences. **The authorization to move the students must be initiated and requested by the Assistant Director.**

After ANY student teaching evaluation, please set up a time to conference with the teacher candidate. They need to know what they are doing correctly and what needs improvement. Set a time, too, to conference with the cooperating teacher. There are times that you will want to conference as a group as well. Keeping lines of communication open will be one of your most important and challenging tasks.

Progress reports, midterm, and final evaluations are all available at the online evaluation system. Please submit them after you have reviewed the results with the teacher candidate.

The Final Grade Report is available through the PEU evaluation system and must be completed at the end of each experience. This is a culminating evaluation tool. The portfolio and candidate work sample will need to be evaluated at this point, as well. However, if your candidate is in a dual placement experience, please select accordingly. For the candidate work sample – TaskStream assignment, the score will be indicated only after it has been completed. There is a selection “not completed during this placement” to appropriately report the assignment.

Teacher Candidate's Requirements

During the first few weeks of the assignment, the teacher candidate will complete the "Observation Guide" in the Student Teaching Handbook. Please ask to see this completed form at the initial meeting. This is also required to be included in the portfolio. Additionally, the teacher candidate will be signing to agree to adhere to the Statement of Values and Expected Professional Behaviors. **Please discuss the criteria and expectations regarding during this initial meeting WITH the cooperating teacher present.**

The teacher candidate is also required to keep a student teaching notebook/portfolio. Check this at each scheduled visit -- **IT IS A REQUIREMENT.** Please read the information for cooperating teacher and teacher candidate roles to clearly understand the expectations. Please review and discuss the roles and responsibilities at the initial meeting. For more information provided to teacher candidates, please feel free to read the documents within the *Student Teacher Information* link.

Family Educational Rights and Privacy Act (FERPA)

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. FERPA applies to those institutions that receive funding from the Department of Education and guarantees students three primary rights: to inspect and review their education records; to seek to amend education records; and to exercise some control over the disclosure of information from those education records.

Education records are those records which are directly related to a student and maintained by Northern Arizona University or by a **person acting for Northern Arizona University**, which include any information or data recorded in any medium, including, but not limited to handwriting, print, tapes, film, microfilm, and microfiche.

Given that you have been secured as a “person acting for NAU”, you are expected to adhere to the FERPA requirements. Please do not discuss any information regarding your teacher candidate(s) with individuals who are not directly supervising or mentoring the NAU student. Please visit the FERPA website to learn more: http://home.nau.edu/enrollmentservices/FERPA_for_Faculty.asp

Travel Information

You will be compensated for your expenses when you travel to visit a teacher candidate. Be sure to record all employee identification, departure and arrival information on these forms. Please do not write in gray areas, as these are accounting spaces. When your form is complete, sign the “Traveler Certification” statement at the bottom of the page and return it to Student Services.

As a state agency, NAU must comply with strict reimbursement protocols. If you have any questions about travel or reimbursement, please contact Student Services.

It is vitally important that your travel forms are legible, complete and accurate. All employee identification, departure and arrival



information must be completed in full. Please do not leave any lines blank. Because incomplete and illegible forms prolong travel processing, these will be returned so you may finalize or clarify all necessary information. At this time, travel forms cannot be faxed or emailed, they must be received in original form with your original signatures.

Below are some tips to help all properly complete the forms:

- Always include a “page 1” travel form when you submit travel. If more than one page is needed, submit by using ‘extra sheet 1, extra sheet 2, etc.’
- Write your actual private vehicle odometer readings (example: from 56943 to 56964- do not start at 0 each time) for both departure and arrival on each portion of your trip. Note: Odometer readings and departure & arrival times must be recorded at the time of travel and may NOT be estimated ahead of time.
- Use a separate line for each destination. Do not record a round trip on a single line.
- Personal time must be noted on the claim form (reimbursements are calculated for NAU time only).
- Always ensure that you sign the “Traveler Certification” statement at the bottom of the first page.
- The “comment” section should be completed for all unusual circumstances, i.e. road construction/detours that result in additional mileage, personal time, additional trips due to student teachers “on alert” with attached approval email from Marilee, personal time, etc.

Additional Information for Full-time Faculty University Supervisors only

- To be reimbursed for meals you must indicate the exact times for departure and return on the travel form and complete a Per Diem Disclosure form. Reimbursement for meals is only allowed on approved overnight travel. Meals will be figured for you. Receipts are not required.
- If overnight travel is required, please contact the Departmental Accountant in Student Services for authorization before taking your trip. Reimbursements are allowed only to maximum state lodging rates, and unauthorized lodging may not be recompensed.
- If a hotel stay is authorized, an original lodging receipt, verifying the room was paid in full and zero balance remains, must be submitted with your travel expense summary. The lodging receipt must be in your name and for one person only.

Completed travel forms should be submitted to the Student Services office, COE 101 (PO Box 5774, Flagstaff, AZ 86011-5774), within 5 days of travel. Travel **must** be submitted monthly, within five days of the last trip of the month.

NEW Important Travel Information:

A new travel policy went into effect Friday, July 1, 2011. Anyone (faculty, staff, students) who drives a university car, or their own car for university business MUST complete three things:

1. Log on to Louie and become a registered driver: Log onto Louie, choose Self Service, choose Campus Personal Information, and choose Drivers License. Simply fill in the information that's requested.
2. Complete an online defensive driving course to become an “Authorized Driver.” Please use the following link to the [defensive driving course](#).
3. Once you've completed steps 1 and 2, please fill out the attached Annual Travel Certificate and Statements of Understanding and attach your “completion page” (with a score of 75% or higher) from the defensive driving course and a copy of your insurance card and mail them all to your travel processor immediately. Once you submit all forms the Annual Travel Certificate will be routed to your supervisor for an authorization signature at the bottom.

Please note, if you plan to reserve a university car and haven't completed the new requirements, you will not be allowed to use a university vehicle. If you submit a mileage claim and haven't completed the new requirements, your claim will be rejected and you will not receive a reimbursement. You should expect to spend about 90 minutes taking the online defensive driving course/quiz. It's not password protected and is very primitive so please be patient. Again, this new policy went into effect Friday, July 1.

Also, please begin using the new Travel Worksheet. The disclaimer wording was updated. Old travel forms can no longer be used. If you use an old form please expect to receive it back from your travel processor. The new form is also attached.

All NAU employee travel policies and procedures are available for your review at:

http://www4.nau.edu/comptr/policies_procedures/com502.html Reimbursing your expenses in a timely manner is a top priority. Your assistance and diligence is helpful to ensure that goal is met. Again, please feel free to contact Student Services if you have any questions or concerns.



Phase Schedule

Student Teaching Experience for 16 weeks/80 days
District/School Calendars must be used to determine exact dates

		Phase III <i>WEEK 8-14</i> **WEEK 5-7							
		TEACHER CANDIDATE TAKES FULL RESPONSIBILITY OF THE CLASS – transitions into planning and teaching as the teacher in the classroom; some co-teaching may be necessary	Phase IV <i>WEEK 15-16</i> **WEEK 8	TRANSFER OF RESPONSIBILITY FROM STUDNT TEACHER BACK TO COOPERATING TEACHER – transitions to assisting and co-teaching, handing the classroom back to cooperating teacher					
Phase II <i>WEEK 3-7</i> **WEEK 2-4	TEACHER CANDIDATE TAKES PARTIAL RESPONSIBILITY OF THE CLASSROOM – assists the cooperating teacher and participates in co-planning and co-teaching								
Phase I <i>WEEK 1-2</i> **WEEK 1									
OBSERVATION – prepares for the semester and completes the necessary documentation									
Student Teaching Experiences **denotes 8 week/40 day experiences									



When establishing a schedule and establishing the starting and ending dates, school holidays are NOT to be included in the number of weeks. Thinking in terms of days can be a better plan. The teacher candidate should be in the classroom a minimum of 80 days and MUST have full responsibility of the classroom for a minimum of 30 days consecutively. For a split placement, a teacher candidate must be in each placement for 40 days and MUST have full responsibility of the classroom for a minimum of 15 days consecutively!

PHASE I

TEACHER CANDIDATE

The first phase is a time for the teacher candidate to become familiar with the physical surroundings, the cooperating teacher and building principal.

1. Find out classroom and school rules, regulations, and procedures.
2. Learn names of pupils.
3. Observe instruction.
4. Participate in classroom routines.
5. Practice instruction in a limited way.
6. Participate in professional activities (meetings, orientations, etc.).
7. Tutor students.
8. Construct teaching aids.
9. Practice writing detailed lesson plans.
10. Discuss expectations with the cooperating teacher.
11. Complete the Observation List. This is required during the university supervisor's initial visit.
12. Begin the Student Teaching Notebook/Portfolio.

COOPERATING TEACHER

This is a time for the cooperating teacher to become familiar with the teacher candidate. The cooperating teacher will also introduce the teacher candidate to the daily workings of both the classroom and the school.

1. Introduce the teacher candidate as your "team teacher" or "partner", and use Mr., Mrs., Miss or Ms. when addressing him/her in front of students.
2. Provide a desk or work space for the teacher candidate.
3. Gradually involve the teacher candidate in the activities listed above.
4. Set the standard for lesson planning, classroom routines, interaction with students and familiarization with procedures.
5. Help the student complete the Observation List on page 19.
6. Schedule a time each day to talk. **COMMUNICATION IS THE KEY TO A SUCCESSFUL EXPERIENCE!**
7. Send Payment Option form to Student Services.
8. Complete the cooperating teacher information page located on the PEU Evaluation system. An email from the PEU EVALUATION SYSTEM will be sent to you before or by the start of the NAU semester. At this time, please login to the system to complete this form.

UNIVERSITY SUPERVISOR

This is the time for the university supervisor to set initial team meeting schedules and plan for the semester.

1. Meet with the teacher candidate and cooperating teacher for the initial team meeting.
2. Determine the start and end dates of for the student teaching experience in accordance with the district/school calendar provided by the teacher candidate.
3. Sign all documents.
4. Establish the expectations for the phase schedule.
5. Establish approximate observation/evaluation dates.
6. Articulate expectations.
7. Share contact information.



PHASE II

TEACHER CANDIDATE

During this phase, the teacher candidate will become more aware of the individual needs of the students. He/she will also begin to present lessons to the whole class and prepare more fully for the daily teaching schedule.

1. Be aware of individual learning needs of the students.
2. Work with small groups.
3. Co-plan and Co-teach a lesson to the whole group using a suggested plan by the cooperating teacher.
4. Increase greater responsibility for whole class instruction. For example:

ELEMENTARY

Week three: teach reading every day.

Week four: teach reading and spelling every day.

Week five: teach reading, spelling, and language arts, etc.

SECONDARY

Week three: teach one period every day.

Week four: teach two periods every day.

Week five: teach three periods every day, etc.

5. Ask the cooperating teacher for feedback about your performance daily.

COOPERATING TEACHER

During this phase, the cooperating teacher will slowly "let go" of the daily operation of the class. Although the cooperating teacher is still fully responsible for his or her class, this is the time to help the teacher candidate "get a feel" for the responsibilities involved with the daily routine.

1. Plan cooperatively with the teacher candidate.
2. Assist the teacher candidate in beginning actual teaching. (Start with small tasks, tutoring, re teaching concepts to small groups, etc.)
3. Do most of the presentation to the class, phasing in the teacher candidate at appropriate times. For example:

ELEMENTARY

Week three: teacher candidate teaches reading every day.

Week four: teacher candidate teaches reading and spelling every day, etc.

SECONDARY

Week three: teacher candidate teaches one period every day.

Week four: teacher candidate teaches two periods every day, etc.

4. Continuously assess the teacher candidate's level of competency and provide feedback.
5. Model a variety of teaching techniques so the teacher candidate will learn flexibility of lesson planning and instructional methodologies.
6. Help the students adjust to the eventual phase-in of the teacher candidate.
7. Increase the teacher candidate's responsibility for the daily routine (i.e. taking attendance, lunch count, recording grades, etc.).
8. Set aside a time each day to discuss the teacher candidate's progress.
9. **Midterm Evaluation** completed in online evaluation system during week 7.
*Please complete the "content-specific" midterm evaluation, if applicable to the placement (i.e. Preschool, Special Ed, History, English, etc.). This evaluation will be available to those applicable.

UNIVERSITY SUPERVISOR

This is the time for the university supervisor to read weekly journals, weekly schedules and provide feedback.

16 week/80 day placement

1. Observe for **progress report 1** by end of week 4
2. Conference with teacher candidate.

8 week/40 day placement

1. Observe for **midterm evaluation** by end of week 4
2. Conference with teacher candidate following midterm evaluation
3. Discuss Candidate Work Sample (if in appropriate placement)



PHASE III

TEACHER CANDIDATE

The teacher candidate will assume full responsibility for all planning, preparation, and instruction. During this phase, the teacher candidate will practice effective classroom discipline and management strategies. The teacher candidate also needs to be aware that it may be difficult for the cooperating teacher to relinquish the full responsibility of his/her class. *Please be patient and understanding!*

1. Assume responsibility for all lesson planning and presentation. This includes preparation of all necessary materials. All plans must be turned in to the cooperating teacher one week in advance for approval.
2. Take over the daily routine of the classroom.
3. Implement discipline strategies with the students.
4. Recommend grades to the cooperating teacher.
5. Plan and teach the entire school day.
6. Work on refinement of specific instructional techniques.
7. Recognize the ability of the students and their interests.
8. Request the principal to observe a lesson.
9. Request feedback on a daily basis from the cooperating teacher.
10. Self-evaluate your lessons on a daily basis.

COOPERATING TEACHER

During this phase, the job of the cooperating teacher is to sit back, watch, listen, and provide feedback. It is also the hardest time for the cooperating teacher. Willingness to "let go" of the class and give the responsibility to a teacher candidate is **greatly appreciated**.

1. Teacher candidate assumes responsibility for the "whole day."
2. Examine, critique, and approve the teacher candidate's plans for the week.
3. The cooperating teacher still has the responsibility for the assignment of final grades and student safety.
4. The cooperating teacher may act as an instructional assistant to the teacher candidate.
5. The teacher candidate receives DAILY feedback on his/her performance.
6. **Final Evaluation** completed in online evaluation system during week 14.

UNIVERSITY SUPERVISOR

This is the time for the university supervisor to read weekly journals, weekly schedules and provide feedback when needed.

16 week/80 day placement

1. Observe for **midterm evaluation** by week 8
2. Conference with teacher candidate following midterm evaluation.
3. Discuss **Candidate Work Sample**
4. Observe for **progress report 2** by end of week 12
5. Conference with teacher candidate.
6. Observe for **final evaluation** by end of week 14

8 week/40 day placement

1. Observe for **final evaluation** by end of week 7
2. Conference with teacher candidate following final evaluation
3. Complete **Final Grade Report**

Please contact the university supervisor if your teacher candidate is not making satisfactory progress.



PHASE IV

TEACHER CANDIDATE

During this phase, the teacher candidate will relinquish responsibility of the class to the cooperating teacher.

1. The cooperating teacher gradually assumes responsibility. For example:
ELEMENTARY
Week 14: cooperating teacher takes reading back.
Week 15: cooperating teacher takes reading and spelling back.
SECONDARY
Week 14: cooperating teacher takes back first period.
Week 15: cooperating teacher takes back first and second period.
2. Complete record keeping from the "Phase III."
3. Collect ideas and materials for future use.
4. Evaluate the student teaching experience with cooperating teacher.
5. Observe in other classrooms.
6. Your CAREER SERVICES file should be complete for your job search.
7. Fill out CERTIFICATION papers and return them to NAU.
8. Send Student Services your feedback on university supervision.
9. THANK THE COOPERATING TEACHER FOR INVITING YOU INTO THE CLASSROOM.

COOPERATING TEACHER

During Phase IV, the responsibility of the classroom will be returned to the cooperating teacher.

1. Resume major instructional role. For example:
ELEMENTARY
Week 14: resume teaching reading.
Week 15: resume teaching reading and spelling, etc.
SECONDARY
Week 14: resume teaching first period.
Week 15: resume teaching first and second period, etc.
2. Model any teaching strategies the teacher candidate hasn't observed prior to this time.
3. Share ideas and materials that the teacher candidate may be able to use in the future.
4. Evaluate the student teaching assignment with teacher candidate.
*Please complete the "content-specific" midterm evaluation, if applicable to the placement (i.e. Special Ed, History, English, etc.). This evaluation will be available to those applicable.
5. Cooperating teacher should try to give "helpful hints" to the teacher candidate about having a successful first year as a professional educator.

UNIVERSITY SUPERVISOR

This is the time for the university supervisor to read weekly journals, weekly schedules and provide feedback when needed.

16 week/80 day placement

1. Complete Final Grade Report by end of week 16

8 week/40 day placement

1. Complete **Final Grade Report** by end of week 8

Please contact the university supervisor if your teacher candidate is not making satisfactory progress.



Appendix

Candidate Work Sample

Instructions: The purpose of the Candidate Work Sample is to provide evidence how your teaching impacts student learning. This not an "in theory" paper, rather the "actual teaching" in your classroom pertaining to one specific subject area. Using a unit or a series of lessons (for one subject area) reflect on the lessons you have taught, analyzing the impact that planning and teaching these specific lessons had on student learning as evidenced through the results of assessments. This reflective analysis helps build a habit of mind that you, as an educator, will use as a matter of best practice to grow professionally!

The information from the specific lessons taught should be presented in an outline format with sections:

- Background Information And Prior Knowledge:
 - Gather background information of the students in your classroom and assess their prior knowledge.
- Planning:
 - Planning instruction (specifically include in the paper the targeted AZ standards and objectives)
- Designing:
 - Designing instruction/teaching
- Adapting:
 - Instructional decisions
- Assessing:
 - Planning and implementing assessment
- Analyzing:
 - Analyzing assessment results
- Reflecting:
 - Reflections

Expectations: Read through the rubric to best understand the specific information and how your paper will be evaluated. Passing is evidenced by earning a “2” in all categories.

Due Dates:

Single placements – 80 days are due around the 40th day. Establish exact dates with your university supervisor.

Dual placements – 2 x 40 days are due around the 30th day of the content-specific placement or as determined with your university supervisor. Establish exact dates with your university supervisor.

Note: If in a content-specific placement, i.e. Special Education, Bachelors in Early Childhood or specialized Secondary, your assignment is due during this placement. Some content-specific areas have amended instructions for this assignment.

Final Document must include a cover page with: (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, and (e) course and section number (for example ECI490C - 11801). The final paper must be a minimum 5-8 page reflective analysis of these specific lessons taught in one subject area.

The final paper must be professional in appearance, adhering to all conventions of English grammar and composition, and is devoid of grammar, spelling and typographical errors. It is recommended that you proofread, as spell check does not always catch all errors!

- Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and knowledge you have obtained during your pre-service career.
- Maintaining anonymity is important for the students in your class, do not include any student names in any part of your document. You may use fictitious names; however, you must note this somewhere in the document.

Submit to your TaskStream account selecting the appropriate Evaluator.

Evaluation: The Candidate Work Sample will be evaluated in TaskStream by your university supervisor (unless you receive an email indicating otherwise). You will be responsible for acquiring the “pass” or “conditional pass” information in your TaskStream account. If your assignment is returned for a “redo”, this will need to be accomplished prior to successfully passing student teaching.



Special Note: This assignment is one of the criteria required, as stated in the syllabus, in order to earn a "pass" grade for student teaching. An "incomplete" grade will be submitted if this paper is not completed and submitted by the due date. If your paper requires modifications, the evaluator will provide suggestions for your success and you will be required to resubmit in TaskStream. You will be offered as many opportunities as needed to successfully complete this assignment. If you are struggling with this assignment at any point, please contact one of your professors for guidance. The "Tips for Success" section will be one of your best guides.

TaskStream Support:

Chris Geanious is the point of contact if you have questions or difficulties. He can be reached at XXX or email at XXX.

Candidate Work Sample

Scoring Rubric

Criteria	Unacceptable	Target	Excels
Assess Prior Knowledge: <i>The Student Teacher uses information about the learning-teaching context and student individual differences to set learning objectives, plan instruction and assessment.</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding of information for students' skills and prior knowledge.</i>	<i>The Student Teacher clearly identifies how they attained information for students' skills and prior knowledge. The Student Teacher articulates information for the community, school, and classroom factors along with the characteristics of the students to inform learning objectives, plan instruction and create assessment tools.</i>	<i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding of information for students' skills and prior knowledge making connections beyond the classroom.</i>
Plans Instruction: <i>The Student Teacher sets significant, challenging, varied, and appropriate learning goals.</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding of assessment information creating little to no alignment of goals or standards.</i>	<i>The Student Teacher uses the pre assessment information to establish clearly stated goals. The Student Teacher has appropriately aligned the goals with the state standards and student learning needs.</i>	<i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding of assessment information with articulately aligned goals and standards.</i>
Designing Instruction/Teaching: <i>The Student Teacher designs instruction for specific learning objectives, student characteristics and needs, and learning context.</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding alignment of instruction with learning goals/objectives with the standards, methods, activities and technology.</i>	<i>The Student Teacher uses the pre assessment information to design appropriate instruction that is organized, contextually and logically. The Student Teacher articulates the alignment of the learning goals/objectives with the standards, methods, activities and technology.</i>	<i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding of alignment of instruction with learning goals/objectives with the standards, methods, activities and technology.</i>
Instructional Decisions: <i>The Student Teacher uses ongoing analysis of student learning to make instructional decisions.</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding instructional decisions with little or no informal assessments. The Student Teacher uses unclear/inappropriate pedagogical strategies.</i>	<i>The Student Teacher articulates his/her instructional decisions based on informal assessments. The Student Teacher identifies the pedagogical strategies used to meet individual student needs that are aligned with the goals/objectives. The rationale for modifications is clear, meaningful and justified.</i>	<i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding instructional decisions and informal assessments. The Student Teacher reflects high level learning/thinking through pedagogical strategies used to meet individual students' needs.</i>



Assessment (Plan and Collection of Data): <i>The Student Teacher uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction.</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding alignment and meeting individual students' needs.</i>	<i>The Student Teacher articulates a variety of assessment strategies and adaptations that he/she used throughout. The Student Teacher clearly identifies how he/she maintained alignment of goals/objectives targeting a variety of levels of learning. The Student Teacher justifies the instructions and procedures used to meet individual student needs.</i>	<i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding alignment and meeting individual students' needs. The Student Teacher is highly accurate and perceptive of instructional needs for all students clearly aligning all goals/objectives.</i>
Analyzes: <i>The Student Teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding assessment data.</i>	<i>The Student Teacher articulates the results of the assessment data that clearly identifies student learning at all levels. The information provided directly links to the subgroups within the class, which evidences the attainment of the aligned goals/objectives. The results are meaningful providing a conclusion for the impact on student progress and achievement.</i>	<i>The Student Teacher presents highly accurate and perceptive evidence of understanding assessment data through articulated future plans for all subgroups.</i>
Reflection: <i>The Student Teacher reflects on his or her instruction and student learning to improve teaching practice.</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding reflections and provides inappropriate implications for future teaching.</i>	<i>The Student Teacher's provides a reflection that clearly identifies effective instructional techniques recognizing implications for future teaching and professional development. The Student Teacher articulates the results of the assessments posing reasons and implications for future teaching and professional development.</i>	<i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding reflections and provides specific implications with resolutions for each result of assessment. No general statements concluded.</i>
Mechanics:	<i>The Student Teacher demonstrates limited or incomplete evidence of understanding of Standard English grammar and composition.</i>	<i>The Student Teacher creates a unit of instruction analysis that is professional in appearance and adheres to all conventions of Standard English grammar and composition, and is devoid of grammar, spelling and typographical errors.</i>	<i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding of Standard English grammar and composition providing a publishable narrative.</i>



EXAMPLE OF PROGRESS REPORT

Approximate time spent during your visit:

Student Teacher's Progress (check one):

Satisfactory

Needs Improvement (see below)

Alert

Summarize Student Teacher's Strengths:

Summarize Student Teacher's Weaknesses:

Professional Dispositions:

Teacher candidates are expected to conduct themselves as a professional in the school community and with educational professionals. Provide an overall score for each dispositional indicator as related to the *Statement of Values and Expected Professional Behaviors*. Teacher candidates have received a copy of the dispositions and signed a statement that they agree they can be held to these standards. If there are areas of concern within an indicator, check the box. Please address these areas of concern and, if necessary, mark "not satisfactory" on this progress report. An action plan must be written to provide support and a direction for success for "alerts". The culmination of the dispositions indicators is provided on the Final Grade Report.

The teacher candidate establishes a credible reputation as an educator and leader.

1 2 3

- ☐ The teacher candidate takes responsibility for the physical safety and welfare of students.
- ☐ Maintaining confidentiality regarding student records and information
- ☐ Being present, punctual, and prepared for university classes as well as teaching responsibilities
- ☐ Dressing professionally in teaching situations and educational environments
- ☐ Demonstrating appropriate amounts of self-control and self-regulation in my communication with others
- ☐ Taking responsibility for my actions
- ☐ Being open to new ideas and cultures
- ☐ Maintaining a strong sense of intellectual curiosity
- ☐ Assuming appropriate responsibility and authority
- ☐ Acting purposefully with commitment and enthusiasm
- ☐ Adhering to the highest ethical standards
- ☐ Demonstrating integrity and honesty
- ☐ Avoiding verbal or physical harassment and/or abuse
- ☐ Avoiding any inappropriate relationships with students, family members of students, or other school personnel
- ☐ Avoiding intimidating or embarrassing other individuals
- ☐ Making good professional judgments
- ☐ Developing an appropriate and sufficient level of teacher self-efficacy, which are my beliefs about my competencies and abilities in a given school related situation to make a difference

The teacher candidate acts in a collaborative manner.

1 2 3

- ☐ Listening to and valuing others' perspectives
- ☐ Contributing to joint work
- ☐ Demonstrating willingness to learn from others
- ☐ Demonstrating flexibility and openness
- ☐ Demonstrating respect for diverse ideas/people as assets
- ☐ Keeping supervisors informed of any issues/problems and following all guidelines regarding "duty to report" cases



The teacher candidate addresses the essential functions of the teaching role.

1 2 3

- ☐ Exhibiting physical well being to meet the demands of the teaching profession
- ☐ Exhibiting emotional well being to meet the demands of the teaching profession
- ☐ Developing a corrective plan and/or seeking help when needed to maintain personal wellness.
- ☐ Displaying empathy and an ethic of care
- ☐ Practicing patience
- ☐ Inviting and receiving professional feedback non-defensively
- ☐ Decreasing impulsivity and reactivity
- ☐ Managing moods
- ☐ Expressing emotions appropriately
- ☐ Developing social skills (e.g. giving and receiving feedback, communication)
- ☐ Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
- ☐ Being prepared for class each day
- ☐ Being aware of my content knowledge limitations
- ☐ Seeking assistance as needed to improve skills



EXAMPLE OF THE MIDTERM AND FINAL EVALUATIONS

The university supervisor and cooperating teacher will complete a midterm and final evaluation for each teacher candidate in each student teaching experience.

COE Online Assessment System

Standard Evaluation					
1) Designing and Planning Instruction (DPI)		Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations
	Focuses instruction on applicable academic standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Includes learning experiences that are developmentally appropriate for learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Includes learning experiences that are appropriate for curriculum goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Addresses prior knowledge of individual and group performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Define & prioritize short and long term curriculum goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Includes learning experiences that are based upon principles of effective instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Includes learning experiences that accurately represent content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Incorporates appropriate assessment of student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Addresses any physical, mental, social, cultural, and community differences among learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Includes learning experiences that address a variety of cognitive levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Includes appropriate use of a variety of methods, materials, and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Aligns curriculum with the student assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Accesses resources and services to foster student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Creating and Managing a Positive Learning Environment (CMPE)		Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations
	Establishes and maintains standards of mutual respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Displays effective classroom management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Applies to daily practice the ethics of the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Respects the individual differences among learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Encourages the student to demonstrate self-discipline and responsibility to self and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Provides a motivating learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Promotes appropriate classroom participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Organizes materials, equipment, and other resources appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Listens thoughtfully and responsively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Facilitates people working productively and cooperatively with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Implements and Manages Instruction (IMI)		Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations
	Appropriately implements a teacher-designed lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Maximizes the amount of class time students are engaged in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Uses strategies that are appropriate to students' developmental levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Communicates to students specific standards and high expectations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Models the skills, concepts, attributes, or thinking processes to be learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Adjusts instruction based on feedback from students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Encourages critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Connects lesson content to real life situations when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Uses technology and a variety of instructional resources appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Uses a variety of effective teaching strategies to engage students actively in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Links learning with students' prior knowledge, experiences, and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities for students to use and practice what is learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effective written and oral communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Assesses Learning and Communicates Results (ALCR)	Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations
Promotes student self-assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of appropriate formal and informal assessments aligned with instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers students and parents appropriate feedback on progress toward learning expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains privacy of student records and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains records of student work and performance and uses them to guide instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Professional Conduct (PC)	Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations
Collaborates with colleagues to achieve teaching goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation of Professional Portfolio progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared to meet responsibilities of the day well before school day starts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts constructive criticism in a professional manner and makes adjustments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses student names (asks when does not know).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds appropriately to student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfills requirements of attendance and punctuality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open to new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates caring and empathic disposition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains an appropriate appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses teachers, administrators, and university supervisor with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates use of voice projection and inflection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has high student expectations for learning and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ethical behavior and reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows enthusiasm and a positive attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Student Teacher's Progress (check one):				
Professional progress is satisfactory for time and placement.	<input type="radio"/>			
Professional progress is not satisfactory for time and placement. NOTE: An Alert will immediately be sent to the Director of Student Teaching.	<input type="radio"/>			
7) Comments: Please provide any additional comments you would like to add regarding this student's performance.				

Save Temporarily (Finalize Later)

Finalize



The university supervisor will complete a final grade report for each teacher candidate in each student teaching experience.

COE Online Assessment System

Final Grade Report					
<p>This form serves as the formal summative documentation of the student teacher's attainment of required knowledge, skills, dispositions, and abilities to impact student learning as aligned with the Arizona Beginning Teacher Standards and appropriate Specialized Professional Association Standards. This is a holistic evaluation of the student teacher, bringing evidence together from the formal observations made by the University Supervisor during the latter part of the student teaching experience, evidence from the Cooperating Teacher, the Student Work Sample project and the Student Teaching Portfolio as appropriate. This form should be shared with student teachers at the beginning of their experiences to inform them of the requirements for successful completion of student teaching. The University Supervisor should point out the possible artifacts that can/will be used as evidence for addressing each of the factors, and should update the student teacher on progress made toward meeting the criteria for each factor throughout the semester. Student teachers must earn a minimum score of '2' for every row in order to pass student teaching.</p>					
Completion Status					
					Incomplete
<p>1) Please check this box if he/she will be receiving an 'Incomplete' grade and proceed to the comments section to note the criteria for completing student teaching (If the student teacher will be completing this semester, please proceed and fill out the final grade report below.)</p>					<input type="checkbox"/>
Factors					
Arizona Beginning Teacher Standards					
		Does Not Meet Criteria (1 Point)	Meets Criteria (2 Points)	Exceeds Criteria (3 Points)	Score
	<p>2) Creates and Maintains a Positive Learning Environment (Evidenced through lesson plans, formal observations made by the University Supervisor, and/or information from the Cooperating Teacher as appropriate.)</p>	<p>By the end of the student teaching experience, the candidate has demonstrated the lack of ability create and maintain a positive learning environment through:</p> <ul style="list-style-type: none"> insufficiently addressing environmental variables in planning and/or failing to effectively organize materials and students while teaching 	<p>By the end of the student teaching experience, the candidate has demonstrated the ability to create and maintain a positive learning environment through:</p> <ul style="list-style-type: none"> planning effectively for environmental factors, and effectively organizing materials and students while teaching 	<p>Throughout the student teaching experience, the candidate has consistently demonstrated the ability to create and maintain a positive learning environment through:</p> <ul style="list-style-type: none"> planning effectively for environmental factors effectively organizing materials and students while teaching, and providing a motivating environment 	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt
	<p>3) Designs and Plans Instruction (Evidenced through lesson and curriculum plans included in the portfolio, those presented to the university supervisor, and/or those included in the student work sample as appropriate.)</p>	<p>By the end of the student teaching experience, the candidate has demonstrated the lack of ability to effectively plan by:</p> <ul style="list-style-type: none"> inaccurately representing content not basing instructional plans on knowledge of students' performance and progress, or failing to accommodate cultural, linguistic, and ability diversity among learners 	<p>By the end of the student teaching experience, the candidate has demonstrated the ability to effectively plan by:</p> <ul style="list-style-type: none"> accurately representing content basing instructional plans on knowledge of students' performance and progress, and accommodating cultural, linguistic, and ability diversity among learners 	<p>Throughout the student teaching experience, the candidate has consistently demonstrated the ability to effectively plan by:</p> <ul style="list-style-type: none"> representing content accurately basing instructional plans on knowledge of students' performance and progress, and accommodating cultural, linguistic, and ability diversity among learners 	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt
	<p>4) Implements and Manages Instruction (Evidenced in formal observations made by the University Supervisor and information from the Cooperating Teacher as appropriate.)</p>	<p>By the end of the student teaching experience, the candidate has demonstrated the lack of ability to implement and manage instruction through:</p> <ul style="list-style-type: none"> failing to implement lesson plans appropriately, and/or failing to effectively communicate in oral and written form. <p>The amount of student learning time is consistently inadequate.</p>	<p>By the end of the student teaching experience, the candidate has demonstrated the ability to implement and manage instruction through:</p> <ul style="list-style-type: none"> implementing lesson plans in an appropriate manner and effectively communicating both in oral and in written form <p>Incidents of maximal student learning time have been demonstrated, as have incidents in which critical thinking is encouraged.</p>	<p>Throughout the student teaching experience, the candidate has consistently demonstrated the ability to implement and manage instruction through:</p> <ul style="list-style-type: none"> implementing lesson plans in an appropriate manner maximizing the amount of student learning time effectively communicating both in oral and in written form, and encouraging critical thinking 	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt



	Does Not Meet Criteria (1 Point)	Meets Criteria (2 Points)	Exceeds Criteria (3 Points)	Score
5) Assesses Learning and Communicates Results (Evidenced through the student work sample and through portfolio artifacts, formal observations made by the University Supervisor, and information from the Cooperating Teacher as appropriate.)	By the end of the student teaching experience, the candidate has demonstrated a lack of ability to formally assess students in formative and summative situations and/or accurately report the results.	By the end of the student teaching experience, the candidate has demonstrated the ability to: <ul style="list-style-type: none"> formally assess students in formative and summative situations, and accurately report the results. 	Throughout the student teaching experience, the candidate has consistently demonstrated the ability to: <ul style="list-style-type: none"> formally and informally assess students in formative and summative situations, and accurately report the results. 	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt
6) Professional Conduct (Evidenced through formal observations made by the University Supervisor, information from the Cooperating Teacher and artifacts in the portfolio as appropriate.)	Throughout the student teaching experience, the candidate has demonstrated the lack of ability to act in a professional manner by: <ul style="list-style-type: none"> continually being unprepared for responsibilities addressing their students, supervisors, and/or colleagues with disrespect, and/or failing to begin a professional development plan 	Throughout the student teaching experience, the candidate has demonstrated the ability to act in a professional manner by: <ul style="list-style-type: none"> rarely being unprepared for school responsibilities addressing their students, supervisors, and/or colleagues with respect, and begun developing a professional development plan 	Throughout the student teaching experience, the candidate has consistently demonstrated the ability to act in a professional manner by: <ul style="list-style-type: none"> being prepared for school responsibilities addressing their students, supervisors, and/or colleagues with respect, and developing and following a professional development plan 	<input type="radio"/> 1 Pt <input checked="" type="radio"/> 2 Pt <input type="radio"/> 3 Pt
Northern Arizona University Professional Education Unit Dispositions				
7) Dispositions (Evidenced through formal observations made by the University Supervisor, information from the Cooperating Teacher and artifacts in the portfolio as appropriate.)	Throughout the student teaching experience, the candidate has consistently demonstrated the lack of ability to: <ul style="list-style-type: none"> teach with confidence display openness to new ideas, teaching methods, cultures, etc. practice ethical behavior as required of the profession, and display a caring and empathic attitude toward students 	By the end of the student teaching experience, the candidate has displayed some evidence of and is making progress in the ability to: <ul style="list-style-type: none"> teach with confidence display openness to new ideas, teaching methods, cultures, etc. practice ethical behavior as required of the profession, and display a caring and empathic attitude toward students 	Throughout the student teaching experience, the candidate has consistently demonstrated the ability to: <ul style="list-style-type: none"> teach with confidence display openness to new ideas, teaching methods, cultures, etc. practice ethical behavior as required of the profession, and display a caring and empathic attitude toward students 	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt
Specialized Professional Standards (if different from AZ Beginning Teacher Standards)				
8) Attainment of Standards of the Appropriate Specialized Professional Association (Evidenced from the content-specific Supplementary Student Teacher Evaluation Form.)	The candidate has failed to meet the professional content and/or skills standard criteria for beginning teachers	The candidate has met the professional content and/or skills standard criteria for beginning teachers	The candidate has exceeded the professional content and/or skills standard criteria for beginning teachers	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt
Impact on Student Learning (Task Stream Assignment)				
9) Ability to positively impact student learning (Evidenced from the Student Work Sample Project: pre-assessment of student knowledge/skills; planning based on pre-assessment; teaching; post-assessment; evaluation of results; reflection on teaching and learning.)	The candidate has failed to meet the basic criteria for the Student Work Sample Project	The candidate has met the basic criteria for the Student Work Sample Project	The candidate has exceeded the basic criteria for the Student Work Sample Project	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt
Professional Resources				
10) Development of Professional Resources (Evidenced through the Student Teacher Portfolio.)	The candidate has failed to meet the portfolio requirements in either quality or quantity of entries.	The candidate has developed the portfolio and has met the requirements in both quality and quantity of entries.	The candidate has developed the portfolio and has exceeded the requirements in either quality or quantity of entries.	<input type="radio"/> 1 Pt <input type="radio"/> 2 Pt <input type="radio"/> 3 Pt
Comments				
11) Comments: Please provide any additional comments you would like to add regarding this student's performance.				



This **Statement of Understanding** is a reminder of what you signed as your understandings on your Student Teaching Application when you applied to be a student teacher, teacher candidate. You may want to read the sections that pertain to student teaching placement and general information. A copy of the signed agreement is available in your file located in Student Services, Field Experience.



NORTHERN ARIZONA
UNIVERSITY
College of Education

STUDENT TEACHING/INTERNSHIP APPLICATION

STATEMENT OF UNDERSTANDING

This document is to assist you in understanding your responsibilities as a student in the Teacher Education Program at Northern Arizona University. You must read and initial each of the following statements.

STUDENT TEACHING PREREQUISITES:

- ☐ I understand I must be fully admitted to the Teacher Education Program.
- ☐ UNDERGRADUATE ONLY I understand I must have a cumulative grade point average of 2.50 in all professional education courses, with no grade lower than a C. I must also have an NAU cumulative grade point average of at least 2.50.
- ☐ GRADUATE ONLY – I understand I must have an NAU graduate cumulative grade point average of at least 3.00, with no more than two C's.
- ☐ I understand I must complete all degree requirements prior to student teaching.
- ☐ I understand I must be approved for student teaching by faculty representatives of my major and/or Professional Education Unit faculty.
- ☐ I understand all education coursework, with the exception of EDF 200, must not be older than 6 years at the time of student teaching.
- ☐ I understand that as a prospective student teacher, I must demonstrate social and emotional maturity consistent with professional standards of classroom instruction as well as physical health for teaching. If a serious question is raised through university classes, personal conduct or contact in the schools, the Professional Education Unit reserves the right to request an individual diagnostic evaluation (medical or psychological) prior to or during student teaching. If an evaluation is required, I understand that I will be responsible for all related expenses.

STUDENT TEACHING PLACEMENT REQUIREMENTS:

- ☐ I understand that I must complete and submit my student teaching application by the posted due date.
- ☐ I understand that I must submit any special requests with my student teaching application as indicated therein.
- ☐ I understand that special requests may be denied.
- ☐ I understand that all elementary education majors requesting a middle school content placement must provide passing AEPA scores for areas requested.
- ☐ I understand that I cannot request a reduction of student teaching time.
- ☐ I understand that I must provide verification that all degree requirements have been successfully completed before I may begin my student teaching experience.
- ☐ I understand that all placement change requests will only be honored if submitted prior to February 1st for fall student teaching and September 1st for spring student teaching.
- ☐ I understand that neither I nor anyone on my behalf can make direct contact with district/school personnel to inquire or secure a student teaching placement.
- ☐ I understand I may not request a specific cooperating teacher or grade for my student teaching placement.
- ☐ I understand my cooperating teacher may not be a relative and that any time spent in the classroom with a relative as the cooperating teacher will not count towards student teaching hours and my placement will be terminated.
- ☐ I understand that there may be an additional fingerprint clearance process required by the district/school.

STUDENT TEACHING GENERAL INFORMATION:

- ☐ I understand Student Services reserves the right to select the location and cooperating teacher for my student teaching placement.
- ☐ I understand that it is my responsibility to check my NAU EMAIL account, on a regular basis, for all student teaching correspondence.



- _____ I understand that my first responsibility is to the students in my student teaching classroom.
- _____ I understand it is my responsibility to **register for student teaching before I begin student teaching** and that there is a \$175.00 fee associated with each student teaching section.
- _____ I understand if I do not register for student teaching prior to beginning student teaching, any time spent in the classroom will not count towards student teaching hours and my placement will be terminated.
- _____ I understand it is my responsibility to read the *Student Teaching Handbook for Student Teachers* prior to entering the classroom. The Student Teaching Handbook provides a common frame of reference for all stakeholders in the student teaching experience.
- _____ I understand I must have an active Task Stream account through the end of my student teaching placement.
- _____ I understand that I must successfully complete all criteria as outlined in the student teaching syllabus.
- _____ **I understand it is my responsibility to actively communicate with my assigned cooperating teacher and university supervisor.**
- _____ I understand it is **my responsibility** to know and adhere to the policies of the district and school where I am student teaching.
- _____ I understand that I may be removed from my student teaching placement if I choose to disregard the policies of the district and school where I am student teaching.
- _____ I understand it is **my responsibility** to read and sign the “Statement of Values and Expected Professional Behaviors” when I meet with my university supervisor.
- _____ I understand it is **my responsibility** to adhere to the disposition statement in the “Statement of Values and Expected Professional Behaviors” document.
- _____ I understand it is my responsibility to inform Student Services of changes in name, address, and telephone number after I have submitted my application.
- _____ I understand it is my responsibility to view and download my evaluations which are located on the on-line Evaluation Management System.
- _____ I understand that professional and general liability are provided by State Risk Management Section to students enrolled in approved university internship/externship programs who are acting in good faith and within the course and scope of their programs. No medical liability is covered under this section.
- _____ I understand that I **cannot** be financially compensated for my student teaching experience.
- _____ I understand that as an active student teacher, I must demonstrate social and emotional maturity consistent with professional standards of classroom instruction as well as physical health for teaching. If a serious question is raised through university classes, personal conduct or contact in the schools, the Professional Education Unit reserves the right to request an individual diagnostic evaluation (medical or psychological) prior to or during student teaching. If an evaluation is required, I understand that I will be responsible for all related expenses.

GRADUATION REQUIREMENTS:

- _____ I understand it is my responsibility to prepare and submit my graduation application with my student teaching application.
- _____ I understand I must successfully complete all degree requirements, which includes a passing grade in student teaching.
- _____ I understand I must have a cumulative grade point average of at least 2.50 as an undergraduate or a 3.0 cumulative grade point average as a graduate student to qualify for graduation.

ARIZONA CERTIFICATION ELIGIBILITY:

- _____ I understand my degree must be posted to receive an Institutional Recommendation.
- _____ I understand I must pass the required portions of the Arizona Educator Proficiency Assessment as part of the certification process.
- _____ I understand it is my responsibility to submit the Institutional Recommendation to the Arizona Department of Education.



Rules Defining Unprofessional and Immoral Conduct

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 13. CONDUCT

R7-2-1308. Unprofessional and immoral conduct

A. Individuals holding certificates issued by the Board pursuant to A.A.C. R7-2-601 et seq., and individuals applying for certificates issued by the Board pursuant to A.A.C. R7-2-601 et seq. shall:

1. make reasonable efforts to protect pupils from conditions harmful to learning, health or safety;
2. account for all funds collected from pupils, parents or school personnel;
3. adhere to provisions of the Uniform System of Financial Records related to use of school property, resources or equipment; and
4. abide by copyright restrictions, security or administration procedures for a test or assessment. B.

Individuals holding certificates issued by the Board pursuant to A.A.C. R7-2-601

et seq., and individuals applying for certificates issued by the Board pursuant to A.A.C.

R7-2-601 et seq. shall not:

1. discriminate against or harass any pupil or school employee on the basis of race, national origin, religion, sex, including sexual orientation, disability, color or age,
2. deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. misrepresent or falsify pupil, classroom, school or district-level data from the administration of a test or assessment;
4. engage in a pattern of conduct for the sole purpose or with the sole intent of embarrassing or disparaging a pupil;
5. use professional position or relationships with pupils, parents or colleagues for improper personal gain or advantage;
6. falsify or misrepresent documents, records or facts related to professional qualifications or educational history or character;
7. assist in the professional certification or employment of a person the certificate holder knows to be unqualified to hold a position;
8. accept gratuities or gifts that influence judgment in the exercise of professional duties;
9. possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities;



10. illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. §13-3401;
 11. make any sexual advance towards a pupil or child, either verbal, written or physical;
 12. engage in sexual activity, a romantic relationship or dating of a pupil or child;
 13. submit fraudulent requests for reimbursement of expenses or for pay;
 14. use school equipment to access pornographic, obscene or illegal materials; or
 15. engage in conduct which would discredit the teaching profession.
- C. Individuals found to have engaged in unprofessional or immoral conduct shall be subject to, and may be disciplined by, the Board.
- D. Procedures for making allegations, complaints and investigation of unprofessional or immoral conduct shall be as set forth in this Article.

Arizona Department of Education. (2003, April). *State of Arizona Reporting Procedures: Rules defining Unprofessional and Immoral Conduct*, 18-20. Retrieved November 15, 2009, from <http://www.azed.gov/pio/Press-Releases/Attachments/ReportingProcedures.pdf>.