

# Student Teaching Handbook



College of Education

Syllabus

## VISION

*We develop educational leaders who create tomorrow's opportunities.*

## MISSION

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

## ECI 490C, 492, 493, 495C, 576, 595, and ESE 491

### Supervised Student Teaching Experience

Department of Student Services

Spring or Fall

12-16 credit hours

### General Information:

- ECI 490C Supervised Teaching: Elementary\*
  - ESE 491 Supervised Teaching: Special Education\*
- ECI 492 Supervised Teaching: Early Childhood\*
- ECI 493 Supervised Teaching: Bilingual Education\*
- ECI 495C Supervised Teaching: Secondary Part I\*
- ECI 495C Supervised Teaching: Secondary Part II\*
- ECI576 Student Teaching and Internship\*
- ECI595 Internship: Secondary \*

### \*An additional syllabus may be provided by content-area University Supervisor

- Instructor: Director of Student Services
- Phone: 928-523-2145
- Email: CEES-P@mailbox.nau.edu
- Fax: 928-523-1168
- Mail: NAU Box 5774, Flagstaff, AZ 86011
- Office: Suite 101
- Credits: 8-16 hours

### Prerequisites:

The Student Teacher **must** meet all of the following prerequisites:

- Fully admitted to the Teacher Education Program
- Cumulative GPA of 2.50 in all education courses with no grade lower than a "C." Out-of-State and DODDS Student Teachers must meet additional requirements
- A minimum NAU cumulative GPA of 2.50
- Completed all education courses and all departmental requirements prior to student teaching
- Submitted a completed application packet, two semesters prior to student teaching, meeting the following relevant deadlines:
  - Spring Applications: March 21 – April 12
  - Fall Applications: September 21 – October 12
- possess a Fingerprint Clearance Card issued by DPS

Failure to meet the prerequisites may result in the Student Teacher being "administratively dropped" from the course.

### Description:

**ECI 490C:** Supervised Teaching: Elementary (3 – 12 credits)

Directs teaching in the early childhood and elementary grades: directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices of effective elementary school instruction. Pass-fail only.

**ESE 491:** Supervised Teaching: Special Education (8 – 16 credits)

Directed teaching in special education settings; planning, implementation, and evaluation; conferences and seminars in theories, issues, and practices. Pass-fail only.

**ECI 492:** Supervised Teaching: Early Childhood (6 credits)

Directed teaching in birth to pre-school settings; directed and cooperative preparation, teaching and evaluation; issues and practices of effective early childhood education. Pass-fail only.

**ECI 493:** Supervised Teaching; Bilingual Education (12 credits)

Directed teaching in elementary classrooms meeting and emphasizing bilingual needs; directed and cooperative preparation, teaching, and evaluation; conferences and seminars in theories, issues, and practices in bilingual classrooms. Pass-fail only.

**ECI 495C:** Supervised Teaching: Secondary (12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences in theories, issues, and practices in cooperation with the classroom teacher and University Supervisor. Pass-fail only.

**ECI 576:** Student Teaching and Internship (3-11 credits)

This field experience consists of directed teaching experience in an elementary school with directed and cooperative preparation, teaching and evaluation. Pass-fail only.

**ECI 595:** Internship: Secondary (1-12 credits)

Directed teaching in secondary schools and secondary school content areas; directed and cooperative preparation, teaching, and evaluation; conferences on theories, issues, and practices in cooperation with the classroom teacher and University Supervisor. Department consent.

Prerequisite: COE Student Services approval.

### Student Teacher Learning Expectations/Outcomes:

Arizona Professional Teacher's Standards: <http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>

1. The Student Teacher will design instruction that develops all students' abilities to meet academic standards.
2. The Student Teacher will create and maintain a learning climate that supports the development of all students' abilities to meet academic standards.
3. The Student Teacher will implement and manage instruction that develops all students' abilities to meet academic standards.
4. The Student Teacher will assess learning and communicate results to all students, parents and other appropriate professionals with respect to all students' abilities to meet academic standards.
5. The Student Teacher will collaborate with colleagues, parents the community and other appropriate agencies to design, implement and support learning that supports all students' abilities to meet academic standards.
6. The Student Teacher will review and evaluate his or her overall performance and improve his or her teaching practices through reflection.
7. The Student Teacher will develop and maintain general academic knowledge as demonstrated by the attainment of a bachelor's degree, as well as specific academic knowledge in his or her subject area.
8. The Student Teacher will develop and nurture current professional knowledge of the teaching/learning process.
9. In collaboration with other professionals, the Student Teacher will participate in the design, implementation and assessment of individual education programs.
10. Other objectives may be delineated by the Cooperating Teacher and the University Supervisor framed by the dynamic variables that exist in school culture.

### Course Structure/Approach:

- On-Site student teaching placement

### Textbook, Required Materials and Fees:

- *Handbook for Student Teachers*. Available at the following URL: [http://coe.nau.edu/student\\_services](http://coe.nau.edu/student_services), click on "Field Experience" and click on "*Student Teaching Handbook*"
- Each section of student teaching encumbers an \$85.00 fee.
- *TASKSTREAM* subscription. This may be accessed and purchased at <http://portfolio.coe.nau.edu/signup/signup.html>. (If you already have a TASKSTREAM active account, you must maintain that account.)

## Course Outline(s):

One 16-week placement:

Weeks 1-2	Phase I	Observation of class; meet with the Cooperating Teacher and University Supervisor
Weeks 3-7	Phase II	Student Teacher takes partial responsibility of the class
Weeks 8-14	Phase III	Student Teacher takes full responsibility for the class
Weeks 15-16	Phase IV	Transfer of the responsibility from Student Teacher back to Cooperating Teacher

Two 8-week placements:

Weeks 1	Phase I	Observation of class, meet with the Cooperating Teacher and University Supervisor
Weeks 2-4	Phase II	Student Teacher takes partial responsibility of the class
Weeks 5-7	Phase III	Student Teacher takes full responsibility for the class
Weeks 8	Phase IV	Transfer of the responsibility from Student Teacher back to Cooperating Teacher

# Methods of Assessment:

All student teaching experiences in the College of Education are graded on a Pass/Fail basis. The Student Teacher is expected to demonstrate content knowledge, teaching skills, and professional dispositions throughout the student teaching experience. These areas will be directly assessed through the successful completion of a **Student Teaching Notebook/Portfolio**. The Student Teacher must present the criteria in a professional, organized, secure binder. **\*The University Supervisor and/or Cooperating Teacher may require additional content.** The Student Teacher is required to evidence the criteria within the portfolio at **each** University Supervisor's scheduled visit.

## Observation Phase\* (Phase I)

- The Student Teacher will maintain a daily journal reflecting delivery, student behaviors, activities, and planning including the content schedule and transitions. Other information may also be included.
- The Student Teacher will complete the observation checklist (included in the handbook) to be discussed with the University Supervisor during the first formal visit.

## Weekly Journal\*

The Student Teacher is required to write reflections about the experience at the end of each week. This is to include an account of the entire week. The Student Teacher may write daily reflections; one time per week is the minimum requirement.

## Classroom Ideas

The Student Teacher will document and/or gather a collection of ideas for their future classroom. This may include a collection of visuals, activities, artwork, bulletin board displays, etc.

## Discipline Programs

The Student Teacher will include a copy of the school and/or district discipline policy (ies).

## Classroom Management Techniques

- The Student Teacher will include a copy of the classroom management plan, rules, policies, procedures, etc. that the Cooperating Teacher implements in the classroom.
- The Student Teacher will include reflections of the Cooperating Teacher's management style/techniques.

## Student Learning

The Student Teacher will complete a **Candidate Work Sample – TaskStream Signature Assignment**. The document will be uploaded into their TaskStream account and a copy must be included in the portfolio. **Due:** The assignment must be submitted (TaskStream and portfolio) during the 7th -8th week of the student teaching experience. **Details for the assignment are provided in the appendix of the syllabus and in the Handbook for Student Teachers.**

## Lesson Plans\*

The Student Teacher will include developed lesson plans (6 minimum) that are to help the Student Teacher plan, inform, and organize their teaching. Lesson plans will be developed as directed by the Cooperating Teacher and University Supervisor. It is required that lesson plans be written and included in the notebook prior to their implementation in the classroom and that lesson plans, minimally, include: a) anticipatory set, b) standards, c) content objectives, d) ELL standards e) language learning objectives f) materials needed, g) description of activity/instruction, h) description of assessment of learning, and i) closure.

## Handout/Activity Sheets\*

The Student Teacher will gather, collect, and create handouts/activity sheets throughout their experience. Copies of these must be included in the portfolio.

## Family Outreach

The Student Teacher will document ideas, plans and observations for parent conferences and/or meetings, open houses, family nights, and communication media with family and/or guardians. (Example: newsletter, website, calendars, etc.)

## Evaluations of Teaching (Phases II & III)

The Student Teacher will be evaluated at several key points throughout their culminating/capstone experience. Both the University Supervisor and the Cooperating Teacher will do formal and informal evaluations. The Student Teacher must include copies of all evaluations in the portfolio.

## Professional Growth\*

The Student Teacher will collect or create professional ideas, resources, workshops, in-services, district information and other professional growth opportunities evidenced during student teaching. Professional documentation may include State Certification and Licensure, examples of Student Teacher work, example lesson plans from Cooperating Teacher or others, AEPA scores, etc.

**\* The University Supervisor and/or Cooperating Teacher may outline specific numbers and/or details of each criteria to be included in the portfolio.**

# Assessment (specifics and timelines):

- The Student Teacher will be assessed through four formal assessment visits to be established during the initial visit with the University Supervisor, and
- two (2) formal assessments completed by the Cooperating Teacher in each placement, and
- evaluation of Candidate Work Sample via TaskStream Evaluator.

One 16-week placement:

Weeks 1-2	Phase I	Initial meeting with University Supervisor, Cooperating Teacher, and Student Teacher. Student Teacher is to coordinate a convenient time for all. Meeting only, no evaluation.
Weeks 3-7	Phase II	Progress Report (Informal) – University Supervisor only
Weeks 8-14	Phase III	Midterm – University Supervisor & Cooperating Teacher submit via online evaluation site Progress Report (Informal) – University Supervisor only Candidate Work Sample - TaskStream
Weeks 15-16	Phase IV	Final – University Supervisor & Cooperating Teacher submit via online evaluation site

**\*A Student Teacher may have a content-specific evaluation in addition to the student teaching midterm and final evaluations. Check with your University Supervisor for details.**

Two 8-week placements (for each placement):

Weeks 1	Phase I	Initial meeting with University Supervisor, Cooperating Teacher, and Student Teacher. Student Teacher is to coordinate a convenient time for all. Meeting only, no evaluation.
Weeks 2-4	Phase II	Midterm – University Supervisor & Cooperating Teacher submit via online evaluation site
Weeks 5-7	Phase III	Candidate Work Sample – TaskStream Final – University Supervisor & Cooperating Teacher submit via online evaluation site
Weeks 8	Phase IV	Final Grade Report submitted to University by University Supervisor

**\*A Student Teacher may have a content-specific evaluation in addition to the student teaching midterm and final evaluations. Check with your University Supervisor for details.**

\*Sample evaluation documents are provided within the handbook.

### Grading System

## Pass/Fail Criteria:

The Student Teacher will work with their University Supervisor and Cooperating Teacher to establish due dates and other expectations. As would be indicative of a professional, the Student Teacher is expected to meet all deadlines; late work will be accepted only when **prior** notice has been given to the University Supervisor and/or Cooperating Teacher and is approved by all parties. Successfully completing student teaching (a grade of “P” or “pass”) is evidenced by the evaluations of the:

- Student Teaching Notebook/Portfolio,
- Candidate Work Sample - TASKSTREAM Signature Assignment, and
- Formal Evaluations

\*The Instructor of Record reserves the right to make a final decision regarding the pass/fail of a Student Teacher, taking into account many factors, including evaluations, the portfolio, dispositions, extenuating circumstances, and assignments.

## Special Circumstances:

Situations requiring further intervention beyond a single change in student teaching placement may result in the Student Teacher’s removal from student teaching and a failing grade. This policy overrides any other grade policy or accumulation of points.

If an intervention is needed, the University Supervisor and/or Cooperating Teacher will notify the Director of Student Teaching via an Early Alert indicator. The University Supervisor will establish a meeting (that may include the Director and Cooperating Teacher) with the Student Teacher to determine a “plan of action” that will outline the criteria to successfully complete the student teaching experience. There may be circumstances where the Director of Student Services may be involved in or initiate the intervention through an official meeting.

The Student Teacher may receive a failing grade in student teaching if the University Supervisor determines that the Student Teacher has violated any of the provisions contained in “On Becoming a Professional: Student Code of Conduct” in the *Handbook for Student Teachers*.

### Course Policies:

*Attendance, Rescheduling evaluations, Placement policies*

### **Course Requirements:**

- The Student Teacher must read and sign the form “On Becoming a Professional: Student Code of Conduct.”
- The Student Teacher must register for student teaching by the last day to pay fees without cancellation of classes.
- Attendance is required. During the student teaching experience, the Student Teacher will be allowed five absences. This includes attendance at any events hosted by the University. As per the Student Teaching Handbook, only institutional excuses will be considered as “excused.” More than five absences in the 16- week placement (regardless of cause) may result in failure to complete student teaching. The Student Teacher is expected to notify both their Cooperating Teacher and University Supervisor **prior** to a missed day of student teaching. The Student Teacher should work with their Cooperating Teacher and University Supervisor to develop a suitable mechanism for communicating the intent to be absent. The Student Teacher with excessive absences may be reported to the Office of Student Services.
- The Student Teacher may not substitute teach or receive compensation for student teaching. However, the Student Teacher may receive compensation for working with extra-curricular activities while student teaching.
- Assignments and course requirements established by the Cooperating Teacher, University Supervisor, and Field Experience Office are to be followed. Late work may impact a Student Teacher’s evaluation and successful course completion.
- Opportunities to “make-up” required evaluations might be given only in cases where the Student Teacher has properly notified the evaluator(s) involved **prior** to missing the evaluation. Make-up evaluations must be conducted within one week of their originally scheduled time.
- The quality of work produced is expected to reflect the Student Teacher's best attempt. Written work must be word-processed and free of mechanical errors.
- The Student Teacher is expected to honor the ethical, professional, and conduct guidelines specified in the document “On Becoming a Professional: Student Code of Conduct” in the *Handbook for Student Teaching*, and school and district policies.
- The Student Teacher must adhere to professional expectations.
- Housing is the responsibility of the Student Teacher. The COE Office of Student Services cannot pursue inquiries made regarding housing.
- The Director of Student Services must approve any exception to these course requirements.
- The University Supervisor and/or program advisor may include additional requirements for successful completion of student teaching.

### **University Policies:**

All University policies regarding Safe Working and Learning Environments, Students with Disabilities, Institutional Review Board, and Academic Integrity are applicable in this course [see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html>].

The Board of Regents’ Code of Conduct and procedures are outlined in the student handbook: <http://www4.nau.edu/stulife/handbookcode.htm>  
<http://www4.nau.edu/stulife/handbookdishonesty.htm>

## **The Handbook**

### *Special Note!*

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 assignment will also provide you with a chance to build self-esteem, 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 make 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 Student Teacher. As a matter of fact, in the future, school administrators who are considering employing you will base their first impression of you on your Cooperating Teacher's and University Supervisor's evaluations of your student teaching. What these two professionals say about you and your assignment will give future employers a glimpse of your teaching ability and professionalism.

The goal of the College of Education 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!

“I have so many teachers who taught me soon forgotten things, but only (a few) created in me a new direction, a new hunger, a new attitude. I suppose to a large extent I am the unsigned manuscript of (those teachers). What deathless power lies in the hands of such a person.”

-John Steinbeck

***ENJOY YOUR STUDENT TEACHING EXPERIENCE!***

**REGISTRATION**

In order for you to receive credit for student teaching, you **MUST** be registered in the correct course and section of student teaching. Section numbers will be available to you in Student Services during early or open enrollment. 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

*Special Education (Post Degree)* – ESE 491 (8 hours)

*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)

*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 (12 hours)

**CERTIFICATION**

The certification process takes place at the end of your student teaching semester or when you have completed all program requirements. COE 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 the Institutional Recommendation to process their certification directly through the Arizona Department of Education.**

Students wishing to be certified in Arizona must submit a request for an IR to COE Student Services. This request form will be provided to you during the student teaching semester at the initial meeting with your University Supervisor. After receiving your request, successful completion of program requirements, and your degree is posted for undergraduate students by the Registrar's Office, Student Services will prepare the IR. Please note that degrees are not posted until grades have been submitted at the end of each semester; this may not be the same time you actually complete your experience.

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 AEP to the Arizona Department of Education to be eligible for certification. The ADE will issue your certificate.

**College of Education does not post degrees or issue certificates.**

**ADDRESS**

PLEASE keep Student Services informed of any change of address while you are student teaching. The address on file is the one that will be used to send you the completed IR. Further, you will be sent several important packets of information, and we need to know where to find you!

**FEEDBACK ON UNIVERSITY SUPERVISION**

The University Supervisor will provide you with an evaluation form and an envelope at your final evaluation. Please send the completed evaluation form back to Student Services once you have completed your student teaching experience. Thank you, in advance, for your feedback!

**Legal Status**

You may be wondering what your legal status is while you are student teaching. In other words, can you be sued? Will you get into trouble for disciplining a student? What happens if someone gets hurt? Will your insurance cover you while you are off-campus?

*You will be held accountable for your actions.* Act responsibly and conscientiously as you perform your duties. The district personnel are primarily responsible for the students' welfare. However, at times, you may be placed in charge of the students by yourself. If you are, you will have legal responsibility and authority. Legal action could be taken against you if you were to perform your duties in a way that is inconsistent with your level of training. In other words, you will be expected to perform at a higher level than an instructional assistant, but you will not be expected to perform at as high a level as the certified teacher.

Don't leave yourself legally vulnerable. Use common sense. The best advice is to familiarize yourself with your district's policies regarding discipline, caring for injured students, etc. Talk to your Cooperating Teacher and your principal to secure a copy of the policies and ask questions for clarity. To protect yourself in the event that something does happen, you may want to purchase a professional insurance policy that covers liability. The Student Arizona Education Association offers a policy that is included with their annual dues (less than \$20.00). If you are in Flagstaff, the phone number is 779-4586. If you are out of Flagstaff, consult your principal or Cooperating Teacher for more information.

Also, check with your individual health insurance carrier to see if you are covered for accidents that may happen to you while you are at school. You may or may not be covered. It is best to know before something happens!

**INSURANCE COVERAGE**

In 1992, the Arizona State Legislature expanded Arizona's Risk Management insurance to cover "interns, externs, residents and fellows in programs of universities under the jurisdiction of the Arizona Board of Regents." The Risk Management system considers Student Teachers as interns. This insurance should cover Student Teachers and faculty who supervise Student Teachers, as long as everyone is acting in the course and scope of their duties. Additionally, many Arizona school districts' insurance coverage includes Student Teachers. Student Teachers can buy professional liability insurance from NEA (see Student Teaching Handbook). If such insurance is purchased, it becomes the primary coverage with Risk Management becoming the secondary coverage. Therefore, as long as a Student Teacher has not purchased his/her own professional liability insurance, Student Teachers and NAU can look to the Arizona Risk Management system for insurance coverage in the event of a claim and may, depending upon the school district's own insurance policy, be protected by such district-provided insurance as well. The NAU University law firm believes there is substantial insurance coverage for Student Teachers.

**SUBSTITUTE TEACHING AND INSURANCE COVERAGE**

**NAU Student Teachers are not to be used as a substitute in a classroom.**

Arizona Risk Management insurance does NOT cover Student Teachers who are substituting in a school district.

**On Becoming a Professional: Student Code of Conduct**

[PRINT a copy for your initial meeting](#)

Students will commit to developing and demonstrating growth in the following attitudes, dispositions and skills that embody the values of teaching. The College of Education faculty establishes these criteria as essential to the professional development of students in Teacher Education. Violations of this code of conduct may result in sanctions, including academic program dismissal.

"Teachers are held to high standards. Our contact with children as their models and our public scrutiny make it imperative that teachers demonstrate professional, ethical and moral standards that exemplify and will perpetuate the goals of the society and will ensure that the next generation sees and understands the standard that we emulate. We have a professional obligation to the districts, schools, parents/guardians, and children. This document is to provide access to these expectations and a clear understanding of your commitment to the teaching profession."

As a future Student Teacher, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. Read and discuss the following commitments with your University Supervisor and Cooperating Teacher at the initial meeting. **A "Team Information Form" will be provided at the initial meeting and by signing you are acknowledging your understanding and commitment to this code.**

**Commitment to Students**

- I will affirm/nurture diversity by:
  - Treating all students as learners
  - Striving to meet personal and academic needs of every student
  - Continually enhancing my knowledge of diverse ideas, cultures, traditions, and people
  - Meeting students' unique learning needs.
- I will demonstrate a student-centered philosophy by:
  - Knowing how students learn
  - Encouraging active construction of knowledge
  - Addressing the needs of the whole student: cognitive, social, emotional and physical.
- I will promote a student-centered environment by:
  - Creating a safe and positive learning environment
  - Taking responsibility for the physical safety and welfare of students
  - Maintaining confidentiality regarding student records and information.

**Commitment to the Profession**

- I will demonstrate reliability by:
  - Being present and punctual for university classes as well as teaching responsibilities
  - Dressing professionally in teaching situations
  - Being prepared for classes and teaching situations
  - Contributing thoughtfully in educational contexts
  - Taking responsibility for my own actions.
- I will demonstrate initiative by:
  - Generating ideas
  - Exhibiting curiosity
  - Recognizing and adjusting for own health and sensory limitations
  - Positively contributing to problem solving and planning
  - Creating value for myself in learning contexts.

- I will establish a credible reputation as an educator and provide leadership by:
  - Assuming appropriate responsibility and authority
  - Acting purposefully with commitment and enthusiasm
  - Demonstrating integrity and honesty by choosing ethical courses of action
  - Making professional judgments
  - Displaying confidence in interactions with students and adults.
- I will act in a collaborative manner by:
  - Listening to and valuing others' perspectives
  - Contributing to joint work
  - Demonstrating flexibility and openness in all interactions
  - Holding self, peers and students accountable for standards.
- I will demonstrate reflective practice by:
  - Adjusting ideas/plans in response to professional feedback
  - Adjusting ideas/plans in response to student needs
  - Evaluating and monitoring my learning
  - Thoughtfully critiquing my work.
- I will pursue personal wellness 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 personal plan and/or seeking help when needed to maintain personal wellness.
- I will demonstrate respect by:
  - Demonstrating willingness to learn from others
  - Viewing diverse ideas/people as assets
  - Actively learning about diversity
  - Challenging my own assumptions, prejudices and biases
  - Listening to others
  - Being courteous in all interactions.
- I will demonstrate life-long learning by:
  - Pursuing professional growth opportunities
  - Continuing inquiry into professional literature/conferences
  - Continuing professional dialogues and coursework
  - Taking risks and embracing innovation/growth
- I will demonstrate creativity by:
  - Acting with enthusiasm in all interactions
  - Viewing teaching through multiple lenses
  - Developing innovative pedagogical approaches
  - Infusing the arts into the curriculum
  - Giving students viable choices in learning.
- I will demonstrate social and emotional intelligence by:
  - Displaying empathy
  - Practicing patience
  - Inviting and receiving professional feedback non-defensively
  - Decreasing impulsivity and reactivity
  - Demonstrating self-awareness
  - Managing moods
  - Expressing emotions appropriately
  - Developing social skills (i.e., giving and receiving feedback, communication)
- I will exhibit academic competence by:
  - Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
  - Developing strategies and/or seeking assistance as needed to improve these skills.

### *Attendance and Extracurricular Activities*

**Plan on following your Cooperating Teacher's schedule.** You will be expected to begin and end your day according to your Cooperating Teacher's schedule. Check with him/her to find out the arrival and departure policies of the district or school. Along the same line, you will follow the district's schedule once you begin. This means holidays, also! Be aware that part of your evaluation will include information about attendance and punctuality.

Some districts will require you to attend staff meetings, extracurricular activities, district board meetings, open houses, in-service days and other events suggested by your Cooperating Teacher or principal. (If you are in FLAGSTAFF, your building liaison will REQUIRE you to attend in-service workshops.) Your attendance at these functions shows enthusiasm, dedication and initiative on your part. Your willingness to go "above and beyond the call of duty" will reflect on your evaluations. Since evaluations are important instruments that all future employers

will see, your initiative may also make you "stand out" among the rest.

Finally, if you are absent for any reason, you must notify your Cooperating Teacher as soon as possible. **NOTE:** If your absences are excessive (over a week) or exceed the limit (5), you will be expected to make up the time at the end of the semester. In this situation, you may even be asked to repeat your assignment the following semester. If you plan to be absent, lesson plans must be ready for your Cooperating Teacher. This is practice for the "real thing!" You are allowed two days during your assignment for interviews. Again, let your Cooperating Teacher know well in advance and be prepared with lesson plans.

*If Something Goes Wrong...* Your **Cooperating Teacher** was chosen by the district administration to work with you. He/she has also signed an agreement to work with you and will be your main source of information during your assignment. Most likely, your Cooperating Teacher was selected because he/she has a wide range of teaching abilities and methods, as well as an exceptional ability to work with others. Try to use common sense and remember you are a guest in his/her classroom. Treat your Cooperating Teacher with respect. Communication is key to a successful placement! Ask for feedback and suggestions daily.

IN FLAGSTAFF, most schools have been assigned a building **LIAISON**. He/she is just that -- a liaison between the school and the University. Your liaison is there to give advice, help in times of trouble, organize in-service meetings for Student Teachers, and work with the University on all student teaching assignments at his/her school. During the first week of your assignment in Flagstaff, the liaison at your school will schedule an introductory meeting. If you have any questions about who your liaison will be, please contact Student Services, Field Experiences department.

Whether you are in or out of Flagstaff, your **University Supervisor** will be your direct contact with the University. Your University Supervisor should visit a minimum of five times. Sometime during the first few weeks of your assignment there should be an initial visit from him/her. The purpose of the initial visit is to get to know each other, set up a schedule for future visits, sign paperwork, complete the Institutional Recommendation form, and discuss expectations for the semester. During his/her initial visit you should receive your supervisor's phone number, just in case problems do occur. Remember, talk to your Cooperating Teacher first! However, if things are still "amiss," talk to your University Supervisor.

The procedure to follow if something goes wrong is:

1. Talk to your **Cooperating Teacher**.
2. Talk to your building **liaison** (FLAGSTAFF ONLY).
3. Contact your **University Supervisor**.
4. Call the Director of Student Teaching, 928-523-7427.

**PLEASE NOTE:** If you are experiencing difficulty, do not get others at your school involved. Schools are small places; gossiping and complaining will cause feelings to be hurt. Go through the appropriate channels if you have concerns. Always be aware that you are in training for a professional career. Act professionally and you will be treated as a professional.

***IN VERY RARE CIRCUMSTANCES** a Student Teacher may be reassigned to another classroom. If you feel a change in assignment is necessary, you must submit a written request to be moved to the Assistant Director, Office of Student Services, Field Experiences. Your request will be reviewed by a committee and may or may not be approved. If your request is approved and you are allowed to change assignments, **BUT ARE NOT SUCCESSFUL IN YOUR SECOND PLACEMENT**, you will receive an "F" (Fail) in student teaching. You will **NOT** be allowed to student teach in a third assignment.*

### Evaluations

The most important thing to remember about your evaluations is:

#### **EVALUATIONS WILL BE SEEN BY FUTURE EMPLOYERS!**

Midterm/Final Evaluations Make a positive impression on your Cooperating Teacher, school, and University Supervisor. Always be considerate, open-minded, helpful, and go above and beyond the call of duty. Have a positive attitude knowing you can learn from any situation. A negative attitude will show in your work. If your goal is to be successful, you will be. It's all up to you!

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

1. Progress report (informal) from your University Supervisor.
2. Mid-term evaluation from your University Supervisor.
3. Mid-term 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.

**Mid-term 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 before they are sent to Student Services. You will receive a copy of your evaluations via your NAU email for your own records. All districts that you apply to will see your final evaluations.

**\*If you are an ELEMENTARY/SPECIAL EDUCATION or SECONDARY/SPECIAL EDUCATION dual major, your schedule is more compact. Mid-terms will occur the fourth or fifth week of your assignment. Final evaluations should be done by the eighth**

week.

Your evaluation schedule will differ slightly:

1. Mid-term evaluation from your University Supervisor.
2. Mid-term evaluation from your Cooperating Teacher.
3. Final evaluation from your University Supervisor.
4. Final evaluation from your Cooperating Teacher.

### *Do's and Don'ts*

No handbook would be complete without 'Do's and Don'ts'. Below is a list of those. Read through them carefully before you begin to student teach.

#### **DO...**

1. Call your Cooperating Teacher as soon as you receive your assignment.
2. Read through your Handbook *before* you begin your assignment.
3. Try your best to get along with your Cooperating Teacher (even if you have philosophical differences!).
4. Accept advice from your Cooperating Teacher with an open mind. Try to avoid misunderstandings.
5. "Willingly" accept assignments from your Cooperating Teacher.
6. Ask for feedback from your Cooperating Teacher and your University Supervisor.
7. Be professional at all times. Dress professionally. Be on time. Treat staff members professionally. Call if late or absent.
8. Attend extracurricular activities.
9. Ask to review your school's handbook and the district's policy/procedure manual.
10. Be concerned about each and every one of your students. Listen to your students and be fair. Treat each individual with politeness and respect.
11. Realize that having a Student Teacher is hard work. Be appreciative!

#### **DON'T...**

1. Argue with your Cooperating Teacher. Remember, he or she is an experienced, seasoned teacher and you are a guest in his/her room.
2. Try to be one of the students. You are their teacher.
3. Touch students in a way that may be questioned by students, parents, or administrators.
4. Counsel students one-on-one behind closed doors.
5. Have a serious conversation with a parent without the presence of your Cooperating Teacher.
6. Gossip or complain to other teachers in your building.
7. EVER be late or absent if you can help it.
8. SUBSTITUTE during your student teaching assignment (even if you are a certified substitute).

\*Teacher Tricks, Some Secrets of Teaching (Second Edition). Douglas L. Simmons, Brite Idea Publishing Co., Walla Walla Wash., 1991, p.15

### *Observation List*

[PRINT and complete the checklist for your initial meeting.](#)

The University Supervisor assigned to you should visit within the first few weeks. Check each item as completed. **Bring completed document to discuss with your University Supervisor during the initial visit.** Don't forget to include this in your portfolio!

#### The Building

Locate:

- \_\_\_\_\_ School Library
- \_\_\_\_\_ School Office
- \_\_\_\_\_ Nurse's Office
- \_\_\_\_\_ Principal's Office
- \_\_\_\_\_ Teacher's Workroom
- \_\_\_\_\_ Faculty Lounge
- \_\_\_\_\_ Restrooms

Read or discuss the school:

- \_\_\_\_\_ Policy Manual
- \_\_\_\_\_ Discipline Policy
- \_\_\_\_\_ Dress Code Policy

\_\_\_\_\_ Procedure for treating sick or injured student

### The Classroom

Observe or learn about:

- \_\_\_\_\_ Classroom rules
- \_\_\_\_\_ Evaluation of student work
- \_\_\_\_\_ Display areas of bulletin board
- \_\_\_\_\_ Learning centers
- \_\_\_\_\_ Student and teacher schedules
- \_\_\_\_\_ Teaching aids and materials
- \_\_\_\_\_ Lesson plans
- \_\_\_\_\_ Grade book
- \_\_\_\_\_ Substitute information
- \_\_\_\_\_ Student seating chart (learn all students' names)
- \_\_\_\_\_ Student attendance

### Classroom Atmosphere

\_\_\_ List ways the Cooperating Teacher keeps students on task and develops a positive classroom atmosphere.

### Discipline Techniques

\_\_\_ As you observe, list ideas you have gained for dealing with discipline problems.

### *Student Teaching Notebook/Portfolio*

The Student Teacher is also required to keep a notebook/portfolio. This notebook could be adapted to serve as a professional portfolio to use during the interviewing process and will also be very useful to the Student Teacher during their first year as a classroom teacher. **You must have this available at each University Supervisor scheduled visit.**

Minimum topic requirements:

1. Observation Phase
2. Weekly Journals
3. Classroom Ideas
4. Discipline Program(s)
5. Classroom Management Techniques
6. Student Learning – Candidate Work Sample: Signature Assignment
7. Lesson Plans
8. Handouts
9. Family Outreach Program/Plan
10. Evaluations
11. Professional Growth

#### **Observation Phase\*** (Phase I)

- The Student Teacher will maintain a daily journal reflecting delivery, student behaviors, activities, and planning including the content schedule and transitions. Other information may also be included.
- The Student Teacher will complete the observation checklist (included in the handbook) to be discussed with the University Supervisor during the first formal visit.

#### **Weekly Journal\***

The Student Teacher is required to write reflections about the experience at the end of each week. This is to include an account of the entire week. The Student Teacher may write daily reflections; one time per week is the minimum requirement.

#### **Classroom Ideas**

The Student Teacher will document and/or gather a collection of ideas for their future classroom. This may include a collection of visuals, activities, artwork, bulletin board displays, etc.

#### **Discipline Programs**

The Student Teacher will include a copy of the school and/or district discipline policy (ies).

#### **Classroom Management Techniques**

- The Student Teacher will include a copy of the classroom management plan, rules, policies, procedures, etc. that the Cooperating Teacher implements in the classroom.
- The Student Teacher will include reflections of the Cooperating Teacher's management style/techniques.

#### **Student Learning**

The Student Teacher will complete a **Candidate Work Sample – TaskStream Signature Assignment**. The document will be uploaded into their TaskStream account and a copy must be included in the portfolio. **Due:** The assignment must be submitted (TaskStream and portfolio) during the 7th -8th week of the student teaching experience. **Details for the assignment are provided in the appendix of the syllabus and in the Handbook for Student Teachers.**

### **Lesson Plans\***

The Student Teacher will include developed lesson plans (6 minimum) that are to help the Student Teacher plan, inform, and organize their teaching. Lesson plans will be developed as directed by the Cooperating Teacher and University Supervisor. It is required that lesson plans be written and included in the notebook prior to their implementation in the classroom and that lesson plans, minimally, include: a) anticipatory set, b) standards, c) content objectives, d) ELL standards e) language learning objectives f) materials needed, g) description of activity/instruction, h) description of assessment of learning, and i) closure.

### **Handout/Activity Sheets\***

The Student Teacher will gather, collect, and create handouts/activity sheets throughout their experience. Copies of these must be included in the portfolio.

### **Family Outreach**

The Student Teacher will document ideas, plans and observations for parent conferences and/or meetings, open houses, family nights, and communication media with family and/or guardians. (Example: newsletter, website, calendars, etc.)

### **Evaluations of Teaching** (Phases II & III)

The Student Teacher will be evaluated at several key points throughout their culminating/capstone experience. Both the University Supervisor and the Cooperating Teacher will do formal and informal evaluations. The Student Teacher must include copies of all evaluations in the portfolio.

### **Professional Growth\***

The Student Teacher will collect or create professional ideas, resources, workshops, in-services, district information and other professional growth opportunities evidenced during student teaching. Professional documentation may include State Certification and Licensure, examples of Student Teacher work, example lesson plans from Cooperating Teacher or others, AEPA scores, etc.

**The University Supervisor and/or Cooperating Teacher may require additional criteria for the Student Teaching Notebook/Portfolio.**

## ***LESSON PLANS***

There are many types of lesson plan formats. Many districts, schools, principals or teachers have a lesson plan format established. If this is the case, you will need to follow their format. On the other hand, you may have developed your own personal format for writing lesson plans from your methods classes. Check with your University Supervisor and/or Cooperating Teacher to find out what style he or she prefers. Ask your Cooperating Teacher if your lesson planning style is acceptable. If you feel unsure of a lesson plan format, this section of the Handbook will give you lesson planning suggestions. This is only a suggested format; you may find some or all parts helpful to your situation.

The lesson design that follows is based on Madeline Hunter's Elements of Effective Instruction. (Hunter, M. C. (1982). Mastery Teaching, El Segundo, California: TIP Publications.) Although our suggested lesson design does not follow Dr. Hunter's steps exactly, it does incorporate all seven elements. (If you would like more information on this model, you may want to watch Dr. Hunter's videotape: "Elements of Successful Instruction, Translating Theory Into Classroom Practice," 1977. This videotape is available in COE's Curriculum Lab.)

Dr. Hunter's plan is based on these seven elements:

1. Anticipatory Set
2. Objective
3. Teacher Input
4. Modeling
5. Check for Understanding
6. Guided Practice
7. Independent Practice

### **ANTICIPATORY SET (introduction)**

Once you know what you're going to teach, you will want to introduce the lesson to the students so it has meaning for them and so they understand what they are learning. A good anticipatory set will: 1) draw from the students' prior knowledge, and 2) give the lesson "meaning" for the students.

Here is a sample dialogue of an anticipatory set using an objective, "The students will underline the verb in a sentence."

*Right now I am doing something. I am talking. I would like for you to write down a word that says that you are doing or will do something.*

*Tell me what you wrote, Jay. 'Run.' That's a good word that says 'doing something.' When someone is doing something that is*

*called a verb.* (The teacher is drawing from prior knowledge and giving the lesson meaning for the students.)

### **OBJECTIVE (what you're teaching)**

The objective is what you will be teaching the students in the lesson. It is easier to teach to the objective if you define it in observable terms. "Observable" is the key word. If what you want the students to accomplish is observable, you will see some product as a result of the students' learning; for example, underline, play, write, etc.

As you write your plan, you may want to start your objective with the words: "The learner will . . ."

*The learner will underline the verb in a sentence.*

*The learner will play the chip trading game.*

*The learner will write a story using 10 spelling words.*

*The learner will label the counties on an Arizona map.*

*The learner will rearrange a story from the reading basal.*

Try to avoid using vague words in your objective; words such as: will understand, will know, etc. It is hard to "see" if someone understands or knows.

When you write objectives, try to have the students use lower **AND** higher level thinking skills. Lower-level thinking skills are very basic skills. Higher-level thinking skills are those that use more "brain power."

#### Lower-level thinking skills are:

write  
list  
label  
name  
state or summarize  
draw a picture of  
select examples of

#### Higher-level thinking skills are:

develop  
propose a solution  
demonstrate  
compose  
solve  
design a picture of  
invent a new way

Always let the students know what the objective is before you begin the lesson. The objective focuses the students in on what they will be learning. The objective in the above example may be:

*Today we are going to learn about verbs. We will learn how to find and underline them in a sentence.* (What the students will be learning.)

### **TEACHER INPUT AND MODELING (giving information)**

Before the students can reach the objective, the teacher must model how it is done. The teacher models by giving meaningful input: "show and tell." When deciding what input and modeling are needed to reach the objective, you may want to do a "task analysis." This simply means break your objective into pieces. If the objective is: "The learner will underline the verb in a sentence," the teacher analyzes what steps the students need to follow to reach the objective.

For example:

1. Define a verb. (A verb shows action.)
2. Give the students examples of verbs.
3. Find the verb in a sentence.
4. Underline the verb in a sentence.

Once your objective is broken into pieces, the pieces can be presented to the students.

For example:

1. Define a verb.

*A word that says that someone or something is doing something is called a verb. A verb shows action.*

2. Give the students examples of verbs.

*In the sentence, 'Joe drove the car to the store,' the verb is 'drove,' because drove is the word that explains that something is happening, or it shows action. In the sentence, 'The farmer plowed his fields,' the verb is 'plowed.' In the sentence, 'He jumped over the muddy pond,' the verb is 'jumped.'*

3. Find the verb in a sentence.

*Here is another sentence: 'The secretary typed the letter.' Can you find the verb? Write it down on a piece of paper for me.*

4. Underline the verb in the sentence.

*If you wrote down 'typed' you are right. Now, when I find the verb in the next sentence, I'm going to underline it. 'The cat played with the ball of yarn.' The verb is 'played,' so I will underline played.*

### **CHECK FOR UNDERSTANDING**

Continuously monitor the students by checking to see if they understand what is being taught. This can be done in many ways. For example, students may:

*Tell you what the verb is after the sentence is written on the board.  
Write the word on a chalkboard, piece of paper or card.  
Give you thumbs up when you point to the verb.*

Checking for understanding is an important part of a lesson design.

### **GUIDED PRACTICE (practice with the students)**

Once you have shown the students "how," you will want to guide them through the practice. In the above example, a guided practice could be:

*Have the students write a sentence, and then underline the verb.  
Have ten sentences written on a practice worksheet and have the students underline each verb.*

The important thing about guided practice is that the students get immediate feedback from you. When students receive immediate feedback they know if they are performing correctly.

During guided practice, the teacher is available at ALL times. It is a good idea to walk around the room. Make sure all students are involved and on task. Being among the students when they are working will also help you to monitor their progress and make sure no one is having difficulty. If you see that several students are having difficulty, you can adjust your lesson immediately.

Try to ask thought-stimulating questions during guided practice. A thought-stimulating question would be "Tell me why this is the verb," NOT "Is this a verb?" (A "yes" or "no" type of question is not thought-stimulating!)

Practicing with the students in a way that involves all students is one of the most challenging parts of designing a lesson. It is the part that enables you to be the most creative. So, have fun with it! Use different styles and approaches. Ask your Cooperating Teacher for ideas.

### **INDEPENDENT PRACTICE (homework)**

You may want to review or summarize the lesson with the students before they begin their independent practice.

Independent practice gives students the opportunity to practice ON THEIR OWN what they have learned. Design the independent practice to follow along with your objective. In a lesson that is designed to teach the students how to find and underline the verb in a sentence, don't add "circle the noun." That's another lesson!

### **Classroom Management**

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 discipline; this is the most difficult teacher-task to master. It takes years! Remember you are learning -- some things take time! Take advantage of this time and learn all that you can about discipline. (You will find that even experienced teachers find discipline one of their greatest challenges.) You may find several of these ideas to be helpful in many situations:

#### **BE CONSISTENT AND FAIR**

At first you may find it hard to follow through with rules and consequences. But, if you stick to it, the students will know exactly where you stand. The more consistent you are, the smoother your discipline program will run.

#### **Plan well in advance for problems.**

Anticipate discipline problems so you will know how to react to them.

#### **Get to know your pupils.**

Treat all students fairly when dealing with problems.

#### **Be friendly, but firm.**

You're not their best friend, nor a dictator. Try not to lose your temper and embarrass a student in front of the class. Losing your temper may cause resentment. Always try to have a sense of humor, too.

#### **Be active and alert.**

Move around the room and be a part of it all. This will discourage many students from misbehaving. Be alert to changes, too, like illnesses, emotional upsets, etc. Know your lesson well enough to allow yourself movement opportunities.

#### **Set an atmosphere of work and plan for active learning.**

Active students will be less likely to misbehave. Study any content to alleviate weakness in delivery and random activities...Know your content!

#### **Develop a routine and stick to it.**

Students perform better if they have consistency and know their routine.

#### **Be in the classroom before the students arrive.**

Again, good planning will alleviate many problems.

Use a variety of teaching styles.

Teach to auditory and visual learners. Use manipulatives, etc.

NEVER send a student out of the room without supervision.

You are responsible and liable for your actions. You are responsible for the supervision of all students. Also, the student may be getting the attention he/she wants by misbehaving and being sent away. The attention may encourage the student to misbehave again!

Don't punish the whole group for the actions of one.

Treat each student with respect. If one disrupts the class, discipline that student, not the whole class.

Give alternatives to misbehaving students.

Suggesting alternative behaviors to the student may stop the misbehavior.

**DON'T BE AFRAID TO ASK FOR HELP!**

Your Cooperating Teacher/building principal can help and give you advice if needed.

*Ideas adapted from Dr. A. J. Yonke, Western Illinois University, 1989.*

***Ideas to Keep Students Active***

Below are several ideas to use as "fillers" -- things to keep the students active even during the "in-between" times (before recess, after lunch, in between math and science, etc.). Busy students are less inclined to misbehave!

Have ELEMENTARY students . . .

1. Write or tell one playground rule.
2. Write down/name all the students' names that begin with J, M., etc.
3. Draw a picture with circles only.
4. Draw something red (green, blue, etc.) in color.
5. Repeat numbers, days of the weeks, months, etc.
6. "I went to the store and bought \_\_\_\_\_." Students fill in the blank.
7. Tell what number comes between 31 and 33.
8. What number comes before or after 25?
9. Write or say words that start with the same letter as House, etc.
10. Put five spelling words in alphabetical order.
11. Count to 100 by 2s, 5s, etc.
12. Think of animals that live on a farm, in the jungle, in water, etc.
13. Give names of fruit, vegetables, etc.
14. Play "Simon Says."
15. List things you can touch, smell, big things, small things, etc.
16. Recite which number is said twice in a list, 5, 4, 2, 4, 1, 3 (4).
17. Find a non-rhyming word in a series: rug, bug, sit, tug, dug.
18. "I Spy" something in the room that starts with P, B, opens, etc.
19. Solve math problems written on the board upon entering the room.
20. Write a number and then make a face out of it.
21. Proofread a paragraph written on the board and fix the teacher's mistakes.
22. List animals that begin with vowels only.
23. List five parts of the body above the neck that have three letters.
24. List one food item for each letter of the alphabet, i.e., A=Apple.
25. List pronouns, nouns, adjectives, verbs, homonyms, antonyms, etc.
26. Write down as many multiples of six as you can in two minutes.
27. Follow directions by drawing or writing something. These ideas may be adapted for SECONDARY students by using concepts the students are learning in subject areas.

*Several of these ideas came from the book Listening Games for Elementary Grades by Margaret John Maxwell. Published by Acropolis Books, LTD., Washington D.C., 1981.*

***University Supervision***

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. Complete your observation list to share with the supervisor at this 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. (See samples in the appendix). These skills should be developing during your teaching experience.

### *Cooperating Teachers*

#### *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 Student Teacher! Your role will be to serve as a mentor to the Student Teacher. 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 Student Teacher as you would of a colleague.

A Cooperating Teacher who has a positive influence on a Student Teacher is one who is:

1. honest and direct,
2. provides on-going constructive feedback,
3. maintains harmony,
4. gives praise,
5. cooperates,
6. encourages experimentation,
7. delegate's responsibilities, and
8. 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 Student Teachers 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. Thank you for being a wonderful role model!

### ***ENJOY YOUR PARTNERSHIP WITH YOUR Student Teacher!***

### *Requirements*

#### Work day

Student Teachers are required to work full days, every day.

#### Schedule

The Student Teacher will follow your schedule (class & school schedule). **THIS MEANS BEFORE/AFTER SCHOOL AND HOLIDAYS.**

#### Attendance

Expect the Student Teacher to be punctual. Absence for any reason should be reported to you in advance. Excessive absences (more than a week) will have to be made up at the end of the semester.

#### Interviews

Student Teachers are allowed two absences for interviews. Again, you should be notified well in advance. The student is required to leave complete lesson plans for you.

#### Lesson Plans

Daily lesson plans should be reviewed by you and should cover one week's time. The student's plans must be approved by you in advance.

#### Extracurricular activities

Encourage your Student Teacher to attend extracurricular activities. Attendance at these functions is not mandatory, but does make for a more enriching assignment.

#### Supervision

Arizona Risk Management insurance does **NOT** cover Student Teachers, who are substituting in a school district,

#### Evaluations

You are required to evaluate the Student Teacher **2 x's** : mid-term evaluation and final evaluation. During a 16 week assignment, the mid-term evaluation will occur midway through the semester. The final should take place sometime within the last four weeks of the assignment. For Elementary or Secondary Education/Special Education dual majors, mid-term is the fifth week of the assignment, final is the eighth week. Certain secondary students may student teach less than 16 weeks. In this situation, adjust the evaluation schedule appropriately.

*The final evaluation form should be completed carefully and thoughtfully... A copy of the evaluation form is in the back of the Handbook.*

### COMPENSATION

You will be required to complete a payment option form during your assignment as a Cooperating Teacher. The Payment Option form must be completed correctly for you to receive compensation for having a Student Teacher. Please be aware of the following when completing the form:

1. 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).
3. If you share responsibility for a Student Teacher **each** Cooperating Teachers must fill out, SIGN, and return a copy of this form.
4. If there have been any changes in your Student Teacher'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 after your Student Teacher assignment.** It will be mailed to the address you provide on the Payment Option form.

### *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 Student Teacher with contact information should either of you need assistance at any time.

By keeping communication open between you, the Student Teacher, and the University Supervisor, most minor problems can be avoided.

Your second resource is the Assistant Director, Office of Student Services, Field Experiences, NAU/College of Education. If you need assistance with **anything**, please don't hesitate to call the Assistant Director at (928) 523-7427.

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. Included in your Cooperating Teacher packet is an "Early Alert Indicator Form", as well as an online option within the Evaluation site. By submitting an Early Alert via Progress Report 1/Early Alert through on the online system, an email will be sent directly to the Assistant Director. This provides the necessary documentation for intervention by NAU.

### *Role*

Read through the "Phase-In" schedule for a detailed explanation of your role week-by-week. Another guide you might want to look at is the "Observation List" in the Student Teacher section of the Handbook. The Student Teacher is required to fill this out during the "Observation" phase.

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

#### Provide Support

1. Provide the Student Teacher with moral support and encouragement.
2. Help your students get used to the Student Teacher as a regular teacher.
3. KEEP THE AIR CLEAR AND TALK THINGS OUT.

#### Give Advice

1. 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

1. Demonstrate friendship, acceptance, and patience.
2. Observe lessons and provide feedback (DAILY!).
3. Provide constructive criticism to assist the Student Teacher in learning appropriate teaching and classroom management techniques.
4. Demonstrate lessons using different teaching styles.
5. Allow the Student Teacher to observe other excellent role models.

#### Give Information

- Help the student locate resource materials.
- Provide information about roles of district personnel.
- Discuss your district's policies and procedures.
- Help the Student Teacher become aware of different learning styles.
- Help the Student Teacher learn how to self-evaluate lessons, skills, etc.

- Provide general information about the field of professional education.
- Provide CONSTANT constructive feedback.

### *Schedule of Phases*

*Phase I: Observation*  
*Weeks 1 & 2*  
**Dual placements: Week 1**

#### **Student Teacher**

The first phase is a time for the Student Teacher 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 Student Teacher. The Cooperating Teacher will also introduce the Student Teacher to the daily workings of both the classroom and the school.

1. Introduce the Student Teacher 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 workspace for the Student Teacher.
3. Gradually involve the Student Teacher 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 9.
6. Schedule a time each day to talk. **COMMUNICATION IS THE KEY TO A SUCCESSFUL EXPERIENCE!**
7. Send Cooperating Teacher Information sheet and Payment Option form to Student Services.

**Please contact the University Supervisor if your teacher candidate is not making satisfactory progress.**

*Phase II:*  
*Student Teacher Assumes Partial Responsibility for the Instruction of the Students*  
*Weeks 3 - 7*  
**Dual placements: Week 2-4**

*Certain SECONDARY departments may have a student teaching semester that is less than 16 weeks. The schedule should be adjusted accordingly.*

#### **Student Teacher**

During this phase, the Student Teacher 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. Become more aware of individual learning needs of the students.
2. Work with small groups.
3. 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 Student Teacher "get a feel" for the responsibilities involved with the daily routine.

1. Plan cooperatively with the Student Teacher.
2. Assist the Student Teacher 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 Student Teacher at appropriate times. For example:
  - ELEMENTARY
    - Week three:* Student Teacher teaches reading every day.
    - Week four:* Student Teacher teaches reading and spelling every day. etc.
  - SECONDARY
    - Week three:* Student Teacher teaches one period every day.
    - Week four:* Student Teacher teaches two periods every day, etc.
4. Continuously assess the Student Teacher's level of competency and provide feedback.
5. Model a variety of teaching techniques so the Student Teacher will learn flexibility of lesson planning and instructional methodologies.
6. Help the students adjust to the eventual phase-in of the Student Teacher.
7. Increase the Student Teacher'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 Student Teacher's progress.
9. **Mid-Term Evaluation** completed in online evaluation system during week 7.

***THE University Supervisor SHOULD VISIT BY THE FOURTH WEEK.***

**Please contact the University Supervisor if your teacher candidate is not making satisfactory progress.**

*Phase III: Student Teacher Assumes Full Responsibility for the Class*  
*Weeks 8 - 14*

**Dual placements: Week 5-7**

*Certain SECONDARY departments may have a student teaching semester that is less than 16 weeks. The schedule should be adjusted accordingly.*

### **Student Teacher**

The Student Teacher will assume full responsibility for all planning, preparation, and instruction. During this phase, the Student Teacher will practice effective classroom discipline and management strategies. The Student Teacher 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 Student Teacher is **greatly appreciated**.

1. Student Teacher assumes responsibility for the "whole day."
2. Examine, critique, and approve the Student Teacher'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 Student Teacher.
5. The Student Teacher receives DAILY feedback on his/her performance.
6. **Final Evaluation** completed in online evaluation system during week 14.

**Please contact the University Supervisor if your teacher candidate is not making satisfactory progress.**

*Phase IV:  
Transfer of Responsibility back to the Cooperating Teacher  
Weeks 15 - 16*

**Dual placements: Week 8**

*Certain SECONDARY departments may have a student teaching semester that is less than 16 weeks. The schedule should be adjusted accordingly.*

**Student Teacher**

During this phase, the Student Teacher 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 Student Teacher hasn't observed prior to this time.
3. Share ideas and materials that the Student Teacher may be able to use in the future.
4. Evaluate the student teaching assignment with Student Teacher.
5. Cooperating Teacher should try to give "helpful hints" to the Student Teacher about having a successful first year as a professional educator.

*This is a suggested phase-in schedule that should be helpful to both Student Teacher and Cooperating Teacher. Read through this schedule carefully. (This schedule is adapted from University of Arizona's Guidelines for Student Teaching.) Remember, these are only **suggested** timelines. Your schedule may be slightly different.* Table View of Phase Schedule

		<b>Phase III</b>	
		<i>WEEK 8-14</i> <i>**WEEK 5-7</i>	
	<b>Phase II</b> <i>WEEK 3-7</i> <i>**WEEK 2-4</i>	<b>Student Teacher TAKES FULL RESPONSIBILITY OF THE CLASS</b>	<b>Phase IV</b> <i>WEEK15-16</i> <i>**WEEK 8</i>
	Student Teacher TAKES PARTIAL RESPONSIBILITY OF THE CLASSROOM		TRANSFER OF RESPONSIBILITY FROM STUDNT TEACHER BACK TO Cooperating Teacher
<b>Phase I</b> <i>WEEK 1-2</i> <i>**WEEK 1</i>			<b>Job Search</b>

OBSERVATION				REGISTER WITH CAREER SERVICES!	16 Week Semester
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**\*\*2 x 8 Week Semester**

**PLEASE NOTE:** The schedule may be adjusted in pre-established special situations, Secondary departments, Special Education, or Early Childhood placements. If there are questions, please contact the Assistant Director, Field Experiences.

### University Supervisors

#### **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 Student Teacher. Your major role will be to observe the Student Teacher and provide assistance/feedback to both the Student Teacher and Cooperating Teacher.

Your influence and representation of the University will be important to both the Student Teacher and Cooperating Teacher; they will depend upon you. You will be their primary University contact. When assistance and support is needed, please contact the Assistant Director, Office of Student Services, Field Experiences (928) 523-7427 or 1-800-411-3072.

#### **ENJOY YOUR SEMESTER! Student Teaching Packet**

You should receive your list of Student Teachers from Student Services within the first week or two of the semester along with a packet of information for the semester.

As soon as you receive your list of Student Teachers from Student Services, call your students within two weeks. There are a few districts that start in July and the others will begin before NAU is in-session; please be cognizant of this. Your first visit to the school should occur within the first two weeks of the placement. *Be prepared to give both the Student Teacher and the Cooperating Teacher your home or cell phone number for emergency use only.*

#### **Requirements**

You are required to visit the Student Teacher a minimum of FIVE\* times throughout the semester. Please visit more frequently if your schedule allows. If a Student Teacher is experiencing difficulty, it may become necessary to visit as often as one to two times a week until the situation is under control. 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 Student Teacher and Cooperating Teacher establishing a schedule to meet the [phase requirements](#). The Student Teacher will have a printed copy of the [Code of Conduct](#) and a completed [Observation Guide](#). Please discuss these with the Student Teacher and the Cooperating Teacher signing the Student Teaching Team Information form. Student Teachers have been encouraged to ask questions during this meeting regarding their practice expectations.
2. Write a progress report of the Student Teacher's performance before mid-term. Elaborate on their strengths AND areas that need improvement. At this point, all Student Teachers should have areas that need improvement. It is **critical** that the Student Teachers are aware of any "areas to improve" or "dispositions" they must specifically work to improve. Early Alert indicators are available on this progress report for intervention/awareness purposes.
3. Formal mid-term evaluation during phase II. *PLEASE review the midterm evaluation with the Student Teacher before submitting it.*
4. Another written progress report during phase III.
5. Formal final evaluation during phase III. *PLEASE review the final evaluation with the Student Teacher before submitting it.*
6. Grades are submitted during phase IV. Complete the grade form and mail to Student Services in an envelope provided in the packet.

\*For dual placements, you will complete mid-term 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 feel the Student Teacher needs to be reassigned, call the Assistant Director, Office of Student Services, Field Experiences. You do not have authorization to move the student; this must be initiated and requested by the Assistant Director and through the proper channels.

After ANY student teaching evaluation, please set up a time to conference with the Student Teacher. 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 as one-on-one. Keeping lines of communication open will be one of your most important and challenging tasks!

Progress reports, mid-term, and final evaluations are all available at the Online Evaluation Management System. Please submit them after you have reviewed the results with the Student Teacher. Copies of all evaluations will be available to the Student Teacher via their login information. The midterm and final evaluations may be sent to districts to which the Student Teacher applies for employment.

A grade report form has been provided to you in your packet. Please mail the completed grade report form to Student Services by the semester deadline; this allows the Student Teacher's grade to be recorded and degree to post. Degrees must post before the student can be a Certified Teacher.

### *Student Teacher's Requirements*

During the first few weeks of the assignment, the Student Teacher will complete the "Observation Guide" in the Handbook. Please ask to see this completed form at the initial meeting along with Code of Conduct document. These are also required to be included in the portfolio.

The Student Teacher is also required to keep a student teaching notebook/portfolio. Check this at each scheduled visit -- **IT IS A REQUIREMENT**. For more information on Cooperating Teacher and Student Teacher roles, refer to the Schedule of Phases section in the Handbook. Please review and discuss the roles and responsibilities at the initial meeting.

The Student Teacher, as well as Cooperating Teacher, will be providing feedback to the University on the quality of University supervision.

### *Travel Information*

You will be compensated for your expenses when you travel to visit a Student Teacher. College of Education Travel Expense Summary forms have been included in your packet to be used for reimbursement along with a letter of detailed information for proper submission for proper reimbursement. Be sure to record all employee identification, departure and arrival information on these forms. When your form is complete, sign the "Traveler Certification" statement at the bottom of the page and return it to Student Services within the timeline specified.

As a state agency, NAU must comply with strict reimbursement protocols. If you have any questions about travel or reimbursement, please contact Janet Osburn at the 1-800-311-4072.

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; it is the goal to not have to return any incomplete forms!

Below are some reminders to help you properly complete the forms, but please go to the [University Supervisor's](#) tutorial page for more detailed information:

Always include at least one of the yellow "page 1" travel forms when you submit travel. Supplementary COE Travel Expense Summary forms (white) may be attached if more than one page is needed.

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.

To be reimbursed for meals you must indicate the exact times for departure and return on the travel form. Reimbursement is only allowed on approved overnight travel. Meals will be figured for you. Receipts are not required.

Personal time must be noted on the claim form (reimbursements are calculated for NAU time only).

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. If your room is paid with a credit card, a credit card receipt is required in addition to the lodging receipt.

Always ensure that you sign the "Traveler Certification" statement at the bottom of the first page.

If you have extra travel forms from previous semesters, please discard them and use only the new ones provided in your current packet.

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. Do not wait until the end of the semester.

All NAU employee travel policies and procedures are available for your review at [http://www4.nau.edu/comptr/policies\\_procedures/com502.html](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 Janet Osburn if you have any questions or concerns.

### **Payment Information**

For **new** NAU employees (**this does not include out of Arizona Supervisors**) a completed sign-up packet is required via the [Human Resource](#) website. This is needed by our Payroll Office to process your compensation. Follow all of the prompts and respond accordingly to ensure proper registration or **YOU WILL NOT BE PAID**.

If there are any changes in the number of Student Teachers you are supervising, please notify our office **IMMEDIATELY**. This may change the amount of your compensation.

### **CANDIDATE WORK SAMPLE TASKSTREAM SIGNATURE ASSIGNMENT**

The purpose of the Candidate Work Sample is to provide evidence that what and how you teach impacts student learning. This not an "in theory" paper, rather the "actual teaching" in your classroom pertaining to one specific subject area. Not only will you reflect on a series of specific subject-lessons you have taught, but you will analyze the impact your planning and teaching these specific lessons had on student learning as evidenced through the results of formal 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 labeled accordingly:

1. **BACKGROUND INFORMATION AND PRIOR KNOWLEDGE:** Gather background information of the students in your classroom and assess their prior knowledge (collecting the pre-assessment information which needs to be provided in a table format)
2. **PLANNING:** Planning instruction (specifically include in the paper the targeted AZ standards and objectives )
3. **DESIGNING:** Designing instruction/teaching
4. **ADAPTING:** Instructional decisions
5. **ASSESSING:** Planning and implementing assessment (documenting results of attained standards and objectives which should be added to the table)
6. **ANALYZING:** Analyzing assessment results
7. **REFLECTING:** Reflections
8. **APPENDIX:** Provide the documents to evidence your teaching preparation and results (i.e. lesson plans, pre- and post- assessment tool, assessment results table, digital pictures of tangible teaching tools used, etc.)

In the "Tips for Success" section of this document, you will find valuable information to guide you through each section. Also, read through the rubric to best understand the specific information and how your paper will be evaluated.

### **DUE DATES:**

- **Single Placements during the 8th week (by Friday)** - Note: If you choose a subject/period during your 4th or 5th week to work on, you would have more time to plan for your Candidate Work Sample and prepare before you begin taking over the class for the full day. You **should** be teaching at least 1 or 2 subjects/periods by this time.
- **Dual Placements:** If in a Special Education or Early Childhood (PreSchool) placement, your assignment is due during the Special Education or PreSchool placement.
  - If the placement is in the **first 8 weeks**, the assignment is **due at the end of the 8th week**.
  - If the placement is in the **second 8 weeks**, the assignment is **due at the end of the 5th week**.

**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 page (not including appendix) reflective analysis of these specific lessons taught in one subject area. Remember that your paper is to evidence how **your** teaching impacts student learning in your classroom.

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!

**How to Submit:** Go to [taskstream.com](http://taskstream.com) and login to your account. "Enroll in program" using the code that pertains to your student teaching course at [http://portfolio.coe.nau.edu/stud\\_res.html#codes](http://portfolio.coe.nau.edu/stud_res.html#codes). Select TaskStream Self-Enrollment Codes, click on (ECI) Teaching and Learning Self-Enrollment Codes or (ESE) Special Education Codes, locate the appropriate Course Name and use the code to self-enroll in TaskStream. This is the same process you have used in all of your courses to self-enroll for TaskStream assignments. Once this is accomplished and you are in logged into TaskStream, select the **Course** and **Upload (attach)** your assignment. If you are directed to select an evaluator, choose "student teaching committee."

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.

**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.

### TIPS FOR SUCCESS

Consider responding to these essential questions when writing within each section:

**BACKGROUND INFORMATION AND PRIOR KNOWLEDGE: Assessing prior knowledge (MUST be provided in table format representing the diverse groups of learners and outcomes)**

- What are the characteristics of the community, school, and classroom that may affect learning?
- What are the general and specific understandings of student differences that may affect learning?
- What are the general and specific understandings of the different ways students learn that may affect learning?
- What are the general and specific understandings of students' skills and prior learning that may affect learning?
- What are the specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics?

*This Information identifies (results MUST be provided in table format representing the diverse groups of learners and outcomes ):*

- *community*
- *school*
- *classroom characteristic*
- *characteristics of student*
- *students' varied approaches to learning*
- *students' skills and prior learning*
- *implications for instructional planning and assessment*

**PLANNING: Plans Instruction**

- How do the goals reflect several types or levels of learning? Are the goals significant and challenging?
- How do the goals clearly state learning outcomes?
- How do the goals meet the needs of the students, developmentally?
- How do the goals explicitly align with national, state, or local standards?

*The Goals are:*

- *clearly stated*
- *appropriate for students*
- *aligned with state standards*

**DESIGNING: Designing Instruction/Teaching**

- How do all learning goals explicitly align to all lessons through learning activities, assignments, and resources?
- How does the use of content appear to be accurate and congruent with the big ideas or structure of the discipline?
- Do the lessons within the unit appear to be logically organized and are they useful in moving students toward achieving the learning goals?

- Does the instructional design include variety across instruction, activities, assignments, and resources and clearly contribute to learning?
- How has instruction been designed to reference pre-assessment data aligning productive and appropriate activities and assignments for each student?
- How has appropriate technology been considered to make a significant contribution to teaching and learning?

*Instructional design is/are:*

- *contextually and logically organized*
- *aligned with learning goals/objectives*
- *varied instructional methods*
- *activities linked to pre-assessment data*
- *identified with a technology component or how it could be used*

#### **ADAPTING: Instructional Decisions**

- Are instructional decisions pedagogically sound?
- How have appropriate modifications of the instructional plan been made to address individual student needs? How were modifications adapted to improve student progress?
- How are modifications in instruction meaningful with learning goals and for student needs?

*Instructional decisions reflect:*

- *pedagogical decisions*
- *modifications and justifications for aligned goals/objectives*
- *modifications meaningful to individual student needs*

#### **ASSESSING: Assessment (Plan and Collection of Data)**

- How are learning goals assessed through the assessment plan? How do they provide content and cognitive complexity?
- How is assessment criteria clear and explicitly linked to the learning goals?
- Does the assessment plan include multiple assessment modes assessing student performance throughout the instructional sequence?
- How are directions, procedures and scoring clearly explained to students? How are the assessments valid?
- What appropriate adaptations to assessments have been made to meet the individual needs of students?
- Did students learn? Are there gains?

*Plan for assessing unit identifies:*

- *content and cognitive complexity*
- *performance of the linked goals/objectives*
- *valid instructions*
- *procedures adapted to meet individual student needs*

**APPENDIX: Assessment data provides (results MUST be provided in table format representing the diverse groups of learners):**

- *clear and accurate results of learning*
- *clearly articulate aligned results of goals/objectives*
- *linked results of the class and individual student/group needs*
- *meaningful interpretation of results*
- *conclusions providing evidence of impact of student learning*

#### **ANALYZING: Analyzes**

- How does the analysis align with learning goals?
- What is the analysis of a comprehensive profile of student learning for the whole class, subgroups, and two individuals?
- How does the interpretation of data draw a meaningful conclusion for student learning?
- Does the analysis include evidence of the impact on student learning in terms of the number of students who achieved and made progress towards each learning goal?

#### **REFLECTING: Reflection**

- What evidence is used to support conclusions drawn in the Analysis of Student Learning section with multiple hypotheses for why some students did not meet learning goals?
- What are the successful and unsuccessful activities and assessments and plausible reasons (based on theory or research) for their success or lack thereof?
- What is connection between learning goals, instruction and assessment results with effective instruction?

- What are plausible ideas for redesigning learning goals, assessment, and instruction? Why would these modifications improve student learning?
- What are the professional learning goals that emerged from the insights and experiences and specific steps for meeting these goals?

*Reflections:*

- *analyze data*
- *identify effective instruction and assessment*
- *pose possible reasons for results*
- *identify implications for future teaching and*
- *professional development*

**Candidate Work Sample  
Rubric**

<b>Criteria</b>	<b>Unacceptable</b>	<b>Target</b>	<b>Excels</b>
<b>Assess Prior Knowledge:</b> <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>
<b>Plans Instruction:</b> <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>
<b>Designing Instruction/Teaching:</b> <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>
<b>Instructional Decisions:</b> <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>
<b>Assessment (Plan and Collection of Data):</b> <i>The Student Teacher uses</i>	<i>The Student Teacher demonstrates limited or incomplete evidence of</i>	<i>The Student Teacher articulates a variety of assessment strategies and</i>	<i>The Student Teacher demonstrates highly accurate and perceptive</i>

<p><i>multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction.</i></p>	<p><i>understanding alignment and meeting individual students' needs. No table provided.</i></p>	<p><i>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. Table provided clearly presenting results.</i></p>	<p><i>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. Table provided clearly detailing results with reflections directly linked to table.</i></p>
<p><b>Analyzes:</b> <i>The Student Teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i></p>	<p><i>The Student Teacher demonstrates limited or incomplete evidence of understanding assessment data.</i></p>	<p><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></p>	<p><i>The Student Teacher presents highly accurate and perceptive evidence of understanding assessment data through articulated future plans for all subgroups.</i></p>
<p><b>Reflection:</b> <i>The Student Teacher reflects on his or her instruction and student learning to improve teaching practice.</i></p>	<p><i>The Student Teacher demonstrates limited or incomplete evidence of understanding reflections and provides inappropriate implications for future teaching.</i></p>	<p><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></p>	<p><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></p>
<p><b>Appendix:</b></p>	<p><i>The Student Teacher demonstrates limited or incomplete evidence of understanding the importance of providing evidence.</i></p>	<p><i>The Student Teacher demonstrates the understanding and importance of providing supporting evidence as a reflective teacher who prepares to impact student learning.</i></p>	<p><i>The Student Teacher demonstrates the practice of a professional teacher with the evidence that models exemplary teaching that impacts student learning.</i></p>
<p><b>Mechanics:</b></p>	<p><i>The Student Teacher demonstrates limited or incomplete evidence of understanding of Standard English grammar and composition.</i></p>	<p><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></p>	<p><i>The Student Teacher demonstrates highly accurate and perceptive evidence of understanding of Standard English grammar and composition providing a publishable narrative.</i></p>

The University Supervisor and Cooperating Teacher will complete a midterm and final evaluation for each Student Teacher in all experiences. These will be completed via an online evaluation site hosted at NAU-COE. The University Supervisor and Cooperating Teacher will receive an email with a unique login and password.

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

<b>Assesses Learning &amp; Communicates Results</b>	<b>N</b>	<b>1</b>	<b>2</b>	<b>3</b>
Promotes student self-assessment				
Uses a variety of appropriate formal and informal assessments aligned with instruction				
Maintains privacy of student records and performance				
Offers students and parents appropriate feedback on progress toward learning expectations				
Maintains records of student work and performance and uses them to guide instructional decisions				
<b>Professional Conduct</b>	<b>N</b>	<b>1</b>	<b>2</b>	<b>3</b>
Collaborates with colleagues to achieve teaching goals				
Shows enthusiasm and a positive attitude				
Prepared to meet responsibilities of the day well before school day starts				
Accepts constructive criticism in a professional manner and makes adjustments				

Uses student names (asks when doesn't know)
Establishes positive rapport with students
Responds appropriately to student needs
Fulfills requirements of attendance and punctuality
Open to new ideas, teaching methods, culture, etc...
Demonstrates caring and empathic disposition
Demonstrates initiative
Maintains an appropriate appearance
Addresses teachers, administrators, and University Supervisor with respect
Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
Demonstrates use of voice projection and inflection
Addresses students with respect
Has high student expectations for learning and behavior
Displays confidence
Demonstrates ethical behavior and reasoning
<b>This is included on the Final evaluation ONLY.</b>
According to the Arizona Professional Teaching Standards, this teacher candidate has demonstrated the knowledge, skills, and dispositions necessary for an entry-level teacher. Yes
No

**Comments (comments may be pasted from a word processing application):**

[Renaissance Partnership for Improving Teacher Quality http://fp.uni.edu/itq](http://fp.uni.edu/itq)

### *On Becoming a Professional: Student Code of Conduct*

*Students will commit to developing and demonstrating growth in the following attitudes, dispositions and skills that embody the values of teaching. The College of Education faculty establishes these criteria as essential to the professional development of students in Teacher Education. Violations of this code of conduct may result in sanctions, including academic program dismissal.*

*“Teachers are held to high standards. Our contact with children as their models and our public scrutiny make it imperative that teachers demonstrate professional, ethical and moral standards that exemplify and will perpetuate the goals of the society and will ensure that the next generation sees and understands the standard that we emulate. We have a professional obligation to the districts, schools, parents/guardians, and children. This document is to provide access to these expectations and a clear understanding of your commitment to the teaching profession.”*

*Accepting the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development is acknowledged by signing the “Team Information” form. Read and discuss the following commitments with your University Supervisor and Cooperating Teacher at the initial meeting. A “Team Information” form will be provided at the initial meeting and by signing you are acknowledging your understanding and commitment to this code.*

#### *Commitment to Students*

*I will affirm/nurture diversity by:*

- *Treating all students as learners*
- *Striving to meet personal and academic needs of every student*
- *Continually enhancing my knowledge of diverse ideas, cultures, traditions, and people*
- *Meeting students' unique learning needs.*

*I will demonstrate a student-centered philosophy by:*

- *Knowing how students learn*
- *Encouraging active construction of knowledge*
- *Addressing the needs of the whole student: cognitive, social, emotional and physical.*

*I will promote a student-centered environment by:*

- *Creating a safe and positive learning environment*
- *Taking responsibility for the physical safety and welfare of students*
- *Maintaining confidentiality regarding student records and information.*

#### *Commitment to the Profession*

*I will demonstrate reliability by:*

- *Being present and punctual for university classes as well as teaching responsibilities*
- *Dressing professionally in teaching situations*
- *Being prepared for classes and teaching situations*
- *Contributing thoughtfully in educational contexts*
- *Taking responsibility for my own actions.*

*I will demonstrate initiative by:*

- *Generating ideas*
- *Exhibiting curiosity*
- *Recognizing and adjusting for own health and sensory limitations*
- *Positively contributing to problem solving and planning*
- *Creating value for myself in learning contexts.*

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

- *Assuming appropriate responsibility and authority*
- *Acting purposefully with commitment and enthusiasm*
- *Demonstrating integrity and honesty by choosing ethical courses of action*
- *Making professional judgments*
- *Displaying confidence in interactions with students and adults.*

*I will act in a collaborative manner by:*

- *Listening to and valuing others' perspectives*
- *Contributing to joint work*
- *Demonstrating flexibility and openness in all interactions*
- *Holding self, peers and students accountable for standards.*

*I will demonstrate reflective practice by:*

- *Adjusting ideas/plans in response to professional feedback*
- *Adjusting ideas/plans in response to student needs*
- *Evaluating and monitoring my learning*
- *Thoughtfully critiquing my work.*

*I will pursue personal wellness 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 personal plan and/or seeking help when needed to maintain personal wellness.*

*I will demonstrate respect by:*

- *Demonstrating willingness to learn from others*
- *Viewing diverse ideas/people as assets*
- *Actively learning about diversity*
- *Challenging my own assumptions, prejudices and biases*
- *Listening to others*
- *Being courteous in all interactions.*

*I will demonstrate life-long learning by:*

- *Pursuing professional growth opportunities*
- *Continuing inquiry into professional literature/conferences*
- *Continuing professional dialogues and coursework*
- *Taking risks and embracing innovation/growth*

*I will demonstrate creativity by:*

- *Acting with enthusiasm in all interactions*
- *Viewing teaching through multiple lenses*
- *Developing innovative pedagogical approaches*
- *Infusing the arts into the curriculum*
- *Giving students viable choices in learning.*

*I will demonstrate social and emotional intelligence by:*

- *Displaying empathy*
- *Practicing patience*
- *Inviting and receiving professional feedback non-defensively*
- *Decreasing impulsivity and reactivity*
- *Demonstrating self-awareness*
- *Managing moods*
- *Expressing emotions appropriately*
- *Developing social skills (i.e., giving and receiving feedback, communication)*

*I will exhibit academic competence by:*

- *Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics*
- *Developing strategies and/or seeking assistance as needed to improve these skills.*

### **Observation List**

*The University Supervisor assigned to you should visit within the first few weeks. Check each item as completed. Complete the checklist and print to discuss with your University Supervisor during the initial visit. Don't forget to include this in your portfolio!*

#### **The Building**

*Locate:*

- \_\_\_\_\_ *School Library*
- \_\_\_\_\_ *School Office*
- \_\_\_\_\_ *Nurse's Office*
- \_\_\_\_\_ *Principal's Office*
- \_\_\_\_\_ *Teacher's Workroom*
- \_\_\_\_\_ *Faculty Lounge*
- \_\_\_\_\_ *Restrooms*

*Read or discuss the school:*

- \_\_\_\_\_ *Policy Manual*
- \_\_\_\_\_ *Discipline Policy*
- \_\_\_\_\_ *Dress Code Policy*
- \_\_\_\_\_ *Procedure for treating sick or injured student*

#### **The Classroom**

*Observe or learn about:*

- \_\_\_\_\_ *Classroom rules*
- \_\_\_\_\_ *Evaluation of student work*
- \_\_\_\_\_ *Display areas of bulletin board*
- \_\_\_\_\_ *Learning centers*
- \_\_\_\_\_ *Student and teacher schedules*
- \_\_\_\_\_ *Teaching aids and materials*
- \_\_\_\_\_ *Lesson plans*
- \_\_\_\_\_ *Grade book*
- \_\_\_\_\_ *Substitute information*
- \_\_\_\_\_ *Student seating chart (learn all students' names)*
- \_\_\_\_\_ *Student attendance*

#### **Classroom Atmosphere**

\_\_\_\_\_ *List ways the Cooperating teacher keeps students on task and develops a positive classroom atmosphere.*

#### **Discipline Techniques**

\_\_\_\_\_ *As you observe, list ideas you have gained for dealing with discipline problems.*