



**Single Placement Clinical Practice
(Student Teaching) Manual**



Grand Canyon University

Single Placement

Clinical Practice Manual:

Bachelor of Science in Elementary Education

Bachelor of Science in Secondary Education

Master of Education in Elementary Education

Master of Education in Secondary Education

Master of Education in Special Education Cross-Categorical

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Introduction

Congratulations on your advancement to the final stage of your degree program: Clinical Practice. We are dedicated to supporting you through this process and to promote a positive and productive clinical practice experience.

The purpose of clinical practice experiences is to help prepare innovative, reflective and creative, professional educators with high ethical and moral standards who have the understanding, attitudes and skills necessary for effective teaching. Please note that your Clinical Practice will be a full time/full day experience Monday-Friday for the duration of 16 weeks. During this time the Teacher Candidate is also enrolled in seminar coursework. The clinical practice experience is a professional commitment that must be taken seriously.

This handbook contains an overview of the GCU College of Education and the clinical practice experience. It further describes the role of the Teacher Candidate and the responsibilities he/she is expected to fulfill in the host Cooperating Teacher's classroom, as well as in the seminar coursework. It is important to review the supporting roles involved in the clinical practice experience to understand your resources.

For further information regarding graduation requirements, degree programs offered, admission requirements and general academic regulations please refer to the Grand Canyon University Policy Handbook provided on the GCU homepage (www.gcu.edu).

Accreditation

The College of Education values and embraces data-driven decision-making to inform continuous improvement and to reflect on the effectiveness of its programs. The College's operations and its teacher and administrator preparation programs are reflective of standards and principles espoused by national accrediting bodies, professional education organizations, and the Arizona Department of Education. These include the National Council for Accreditation of Teacher Education (NCATE 2008); the Interstate New Teacher Assessment and Support Consortium (INTASC 2008); the National Board Professional Teacher Standards (NBPTS); the Interstate School Leaders Licensure Consortium (ISLLC 2008); and the Arizona Professional Teacher Standards (APTS).

Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract. The Grand Canyon University Teacher Preparation Program Practicum/Field Experience Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a learner must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide the learner with respect to the requirements, it is the ultimate responsibility of the learner to follow them.

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College of Education Mission Statement

Professional education programs at Grand Canyon University are designed to support and promote the University's mission to prepare learners to become global citizens, critical thinkers, effective communicators and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative and collaborative teaching practices to maximize student learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion.

Through its professional education programs, the College teaches that all students can learn and that focused teaching or administrator practice can maximize that learning and achievement. The culture and Christian heritage of the University promote a spirit of servant leadership within the College's faculty, staff, and learners so they can minister to people within the broader educational community. Education is a powerful tool with which to purposefully engage a diverse, global community; the College exhorts its faculty, staff, and learners to do so with fervor.

The College of Education's Arizona state-approved educator preparation programs are designed to promote the required knowledge, skills, and dispositions necessary for learners to become highly effective educational leaders in the broader educational community. Opportunities for teacher and administrator candidates to refine and apply them are integrated throughout their programs of study in practicum/field experiences, possibly culminating in a Clinical Practice or internship experience dependent on the program. Non-certification programs are designed to increase the learner's knowledge and opportunities within their chosen fields of study.

Statement of Education Philosophy

Learning, Leading, Serving



Learning: We believe that all students can learn and that highly effective, innovative and collaborative teaching and administration maximizes best practices as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed and compassionate; they ensure all students learn to the best of their ability.

Leading: We believe that education is a powerful tool with which to purposefully engage a diverse, global community. As our teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential in order for them to influence the changing world.

Serving: The culture and Christian heritage of the University promotes a spirit of servant leadership within the College of Education's faculty, staff and learners so they can serve people within the broader educational community.

Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another. (2012-2012 NCATE)

Clinical Practice: Serving

This final portion in the Teacher Candidate's experience is the summative experience of full-time clinical practice which we mark as the serving role. Assigned to a specific school and Cooperating Teacher, the Teacher Candidate moves from the assisting role to taking over all of the regular teaching duties during the full-time time experience. While in the full-time role, the Teacher Candidate works closely with the Cooperating Teacher as well as the GCU Faculty Supervisor to receive feedback on their teaching duties and instructional competence. Frequent opportunities for feedback and reflection are given to the Teacher Candidate with targeted feedback designed around specified InTASC standards and the COE collaborative clinical practice evaluation form. This allows for formative and summative feedback in all areas necessary for a Teacher Candidate.

Professional Learning Network (PLN)

This network supports GCU's Conceptual Framework of Learning, Leading, and Serving, by providing a virtual space for Teacher Candidates, AZ Teaching Interns, Educational Administration Candidates, GCU Faculty Supervisors, and Faculty to learn, collaborate, and connect in a supportive environment working towards successful clinical practice experiences.

As a participant in clinical practice, members are encouraged to participate in this virtual space. Engaging in this space can support you in your clinical practice experience as you take efforts to embody the GCU Conceptual Framework of Learning, Leading, and Serving.

The PLN Navigation heading contains icons and titles to enable ease of use. Below is an overview of each page you can access:

- Home- This is the landing page. Here you can quickly access document folders, links, upcoming events, PLN news, recent activity, and PLN Conduct Expectations.
- Resources- This page provides GCU resource links, Social Media links, Resource folders, and Library discussion
- Education News- This page provides Education News as posted by the Clinical Practice group, and News Chatter posted by you- our users
- Calendar- The Calendar provides dates of educational conferences, webinars, and GCU events

- Groups- Find the Group Spaces relevant to you and join into the chat community. Here you can chat with your peers in a protected space.
- Discussions- This is an open dialogue space for all members of the PLN
- People- This area provides profiles of each PLN member. You can find peers in your region, those studying in your program, or your GCU Faculty Supervisor!

The PLN can be accessed by registering with your preferred email address and permanent password.

Navigate to <https://pln.gcu.edu>

To get started, here are a few things you can do:

- Fill out your personal profile
- Connect with Groups
- Post into relevant Discussions
- Review and comment on PLN news updates
- Visit the Resources space to obtain helpful materials and links
- Check the Calendar for upcoming events

Clinical Practice Roles

The following individuals are in position to support Teacher Candidates during the Clinical Practice experience. Each role contributes a vital aspect of development in the skills and attributes necessary of a Teacher Candidate. It is important the Cooperating Teacher, GCU Faculty Supervisor, and Field Experience Specialist work together with open communication and dialogue regarding candidate progress.

- **Cooperating Teacher:** The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the Clinical Practice experience. The Cooperating Teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the Cooperating Teacher is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.
- **GCU Faculty Supervisor:** The GCU Faculty Supervisor is the local GCU-approved supervisor who has oversight responsibility for the development, implementation, and evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate, the Cooperating Teacher, and the course instructor, to ensure that the quality, integrity, and outcomes of Clinical Practice experience meet the university's standards.

- **Course Instructor:** The course instructor is the GCU faculty member assigned to teach the Clinical Practice courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, which relate to the Clinical Practice experience and to provide formative feedback on Teacher Candidate performance.
- **Field Experience Specialist:** The Field Experience Specialist is the university representative that supports the cooperating school personnel. The Field Experience Specialist verifies the Cooperating Teacher's credentials, and acts as liaison between the Clinical Practice placement and the university. The Field Experience Specialists are the primary support resource for Cooperating Teachers and faculty supervisors.
- **Mentor:** For Teacher Candidates who are at a Masters level, and currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal, a mentor will be assigned to coach the Teacher Candidate.
- **Teacher Education Specialist: (TEdS):** The Teacher Education Specialist support students in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, field experiences, clinical practice, and Institutional Recommendation. The Teacher Education Specialist also ensures all required programmatic criteria necessary to participate in the clinical practice experience is met by the Teacher Candidate prior to placement, which include the prerequisite hours and coursework for clinical practice. The TEdS will work in tandem with the Teacher Candidates' Student Service Advisors and other offices on campus to facilitate completion of the Teacher Candidate's program of study.
- **Teacher Placement Specialist (TPS):** The Teacher Placement Specialist completes the placement for Clinical Practice. The TPS communicates with districts and students during Clinical Practice placement and Clinical Practice course regarding roles and expectations of Clinical Practice.

Clinical Practice 16 Week Recommended Schedule

When possible, the beginning of the Clinical Practice experience is aligned with the first day of the Clinical Practice course per the GCU Academic Calendar. You may opt to begin Clinical Practice prior to the first day of the Clinical Practice course if it has been discussed with and approved by your Cooperating Teacher. These hours may count toward your total hours; however you must coordinate with the faculty supervisor and online course instructor to ensure coursework is completed on time.

| Week | Teacher Candidate | Cooperating Teacher |
|------------------------|--|--|
| Prior to Week 1 | Contact the CT and the FS to discuss expectations, policies and procedures. Contact the Teacher Placement Specialist with any questions | Submit paperwork to GCU's Office of Clinical Practice or FES. Contact the TC and the FS to discuss expectations, policies and procedures. Coordinate schedules for collaborative observations. |
| Week 1-4 | Acclimate to the school classroom. Introduce yourself to key individuals, get to know your students and parents. Discuss curriculum planning with your CT and begin to brainstorm ideas for your Teacher Work Sample. Observe the CT and begin to assist in the classroom. Practice lesson planning each week. Take part in daily and weekly routines. Be prepared for the first observation by the end of week 4. | Assist in the TC acclimating to the school. Introduce them to key individuals; help introduce them to the students and parents. Talk through curriculum planning, lesson planning and management plans in the classroom. Assist the candidate in brainstorming unit ideas for the Teacher Work Sample. Have them assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. Be prepared for the first observation by the end of week 4. |
| Week 4-8 | Begin to increase the number of subjects/ activities you take over. Begin to grade and record assignments. Know how you will record your grades and keep them organized. By week 7-8, increase your workload so you are planning and preparing all the lessons with assistance and team teaching with CT. Expect to plan and teach your Teacher Work Sample before week 8. Be prepared for your second evaluation at the end of week 8. At the time of your evaluation # 2 you will give the completed Clinical Practice Time/Activity Log to your supervisor. | Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy. This phase is one where the TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills and contact the faculty supervisor for support. Support the candidate in planning and delivery of the Teacher Work Sample. Be prepared for the second evaluation at the end of week 8. |
| Week 8-12 | Increase responsibility and assume full responsibility of the classroom. You are fully in charge of the classroom. Work with the CT for ideas, suggestions, feedback and help if you need it. Be prepared for observation 3 at the end of week 12 | Increase TC responsibility. Be available for questions, ideas, offer suggestions and support. Make sure to provide regular and consistent feedback. Be available for questions and concerns. Be prepared for observation 3 at the end of week 12. |

| | | |
|-------------------|--|--|
| Week 12-16 | <p>Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments. Complete time cards by the end of week 16. Prepare professional portfolio, resume. Ask for letters of recommendation. Make contact with schools and principals and begin initial interviews. Plan to have your 4th evaluation completed by week 15. At the time of your evaluation #4 you will give the completed Clinical Practice Time/Activity Log to your supervisor.</p> | <p>Begin to transition back into the classroom responsibilities. Fully in charge of classroom by week 16. Complete 4th evaluation by week 15. Finalize feedback forms. Support TC through the transition into the field. Offer sound professional guidance.</p> |
|-------------------|--|--|

Teacher Candidate Responsibilities

The Teacher Candidate is responsible for formal interviews of the Cooperating Teacher, shadowing and observing their skills and applied methodology, exploration of the profession, understanding related ethical standards, and acclimating to the work setting. Readiness to accept responsibility will be the driving force regarding increased independent responsibility. Drawing upon the academic Program of Study, Teacher Candidates are expected to synthesize previous course material, and apply theories and content knowledge to develop an individual professional style.

Clinical Practice Time Requirement

Teacher Candidates must be prepared to complete a full-time 16-week Clinical Practice experience consisting of two (2) consecutive eight (8) week sessions. Both sessions will take place in the same classroom. Time will be documented and verified on the Clinical Practice Time/Activity Log. *See Appendix.*

The Cooperating Teacher, Faculty Supervisor and Teacher Candidate will identify the proposed end date at the beginning of the clinical practice. Teacher Candidates must document 16 weeks/ and a minimum of 75 classroom days in the clinical practice placement.

Classroom days include the following:

- **Student Contact time**-Any instructional classroom time spent directly with students.
- **Teacher Contract time**-Any function at the Cooperating school/s that the contracted teacher is required to attend. This includes prep time and professional development time.
- District holidays/Inclement weather days are **NOT** to be counted.

Responsibilities

- Contact and coordinate with the GCU Faculty Supervisor.
- Meet with the GCU Faculty Supervisor in the first two weeks of Clinical Practice.
- Participate in a conference during the eighth week of the Clinical Practice experience to discuss the evaluations completed by your Cooperating Teacher and GCU Faculty Supervisor.
- Meet with the Cooperating Teacher and GCU Faculty Supervisor prior to the eighth week of the second session of Clinical Practice to discuss the Summative Evaluation.
- Maintain the responsibilities of your coursework, including participation in discussion as appropriate.
- Upload all coursework assessments to the appropriate drop box in the online classroom. In addition, upload specific assessments to TaskStream as directed.
- Finalize organization of the e-Portfolio.

Clinical Practice Grievance Process

For issues regarding Clinical Practice placement, Teacher Candidates may contact their respective Teacher Placement Specialist to file a grievance.

Clinical Practice Seminar and Teacher Work Sample

The Clinical Practice Seminars are sessions of the Clinical Practice experience that includes practical classroom experiences, research and analysis, and teaching to support compilation and creation of a Teacher Work Sample (TWS). The Teacher Work Sample is a 5 day unit that demonstrates a Teacher Candidate's ability to plan, implement, and assess effective lesson planning using the following 7 standards.

- Standard 1: Contextual Factors: School and Community Demographics, Classroom Demographics, Building Trust Relationships, and Classroom Management
- Standard 2: Topics and Learning Goals
- Standard 3: Assessment Plan: Assessing, Documenting, and Communicating Student Progress
- Standard 4: Design for Instruction and Lesson Plans
- Standard 5: Instructional Decision Making
- Standard 6: Analysis of Student Learning
- Standard 7: Reflection and Self-Evaluation

Teacher Candidates will design and implement the 5 day teacher work sample as part of their regular Clinical Practice duties. In addition to the above standards, all Teacher Candidates are expected to ensure that all local and classroom goals are also met within the work sample. Work with the Cooperating Teacher and GCU Faculty Supervisor to help decide on the unit to be used for the work sample and of the timing of the work sample. One of your 4 site evaluations could include observations by the Cooperating Teacher and GCU Faculty Supervisor of your teaching during the work sample.

Clinical Practice Seminar Courses

The following Clinical Practice courses are required of all students seeking an Institutional Recommendation for Elementary Education (undergraduate and graduate).

| Course Number | Course Title | Clinical Practice Hours | Field Experience Setting: Single Placement |
|------------------------|---------------------------------------|--------------------------------|---|
| EED 480NA/ 580NA | Elementary Student Teaching Session A | 8 Weeks | Elementary classroom |
| EED 480NB/ 580NB | Elementary Student Teaching Session B | 8 Weeks | Same classroom as Clinical Practice Session A |
| Total | | 16 Weeks | |

The following Clinical Practice courses are required of all students seeking an Institutional Recommendation for Secondary Education (undergraduate and graduate).

| Course Number | Course Title | Clinical Practice Hours | Field Experience Setting: Single Placement |
|------------------------|--------------------------------------|--------------------------------|---|
| SED 480NA/ 580NA | Secondary Student Teaching Session A | 8 Weeks | Secondary classroom |
| SED 480NB/ 580NB | Secondary Student Teaching Session B | 8 Weeks | Same classroom as Clinical Practice Session A |
| Total | | 16 Weeks | |

The following Clinical Practice courses are required of all students seeking an Institutional Recommendation for Special Education Cross-Categorical (graduate).

| Course Number | Course Title | Clinical Practice Hours | Field Experience Setting: Single Placement |
|---------------|---|-------------------------|---|
| SPE 548NA | Special Education Clinical Practice Session A | 8 Weeks | Special Education classroom |
| SPE 548NB | Special Education Clinical Practice Session B | 8 Weeks | Same classroom as Clinical Practice Session A |
| Total | | 16 Weeks | |

Curriculum/ Lesson Planning

The Teacher Candidate will be required to follow the state standards and district scope and sequence for all lesson planning. She/he will follow the model of the Cooperating Teacher, who will support the Teacher Candidate in lesson planning to address the standards. The Teacher Candidate will be coached to integrate best practices along with some original ideas. The Cooperating Teacher will offer feedback and help Teacher Candidates use criticism to improve their techniques.

Teacher Candidates are expected to use the lesson plan design templates used at the school of placement. If the school does not have a generally accepted format, the Teacher Candidate will use one of the GCU supported templates: EEI- Essential Elements of Instruction, SIOP- Sheltered Instruction Observation Protocol, or UBD- Understanding by Design. *See Appendix*. Each of these templates contains the vital sections of effective lesson planning. Teacher Candidates should be familiar with utilizing these templates from lesson planning throughout their program.

Throughout the Clinical Practice Experience Teacher Candidates will write complete lesson plans for each topic or subject area they will be teaching. This includes morning work, group work, and whole class instruction. It is expected that lesson plans be submitted to the Cooperating Teacher a minimum of 48 hours in advance, or earlier as abiding by the time guidelines of the Cooperating Teacher.

Please remember this experience is a learning process for the Teacher Candidate. The Teacher Candidate may need support as he/she advances in lesson planning and teaching responsibilities. If at any time the Teacher Candidate needs additional support beyond what the Cooperating Teacher deems reasonable, the Field Experience Specialist must be notified.

Prerequisites

The following is a list of items that must be on file with your Teacher Education Specialist by the appropriate deadlines:

February 1st for the Fall Clinical Practice experience

August 1st for the Spring Clinical Practice experience

- Current Fingerprint Clearance Card
- Passing scores on state-mandated basic skills or Praxis I® (Basic Skills) prior to Clinical Practice.
- Passing scores on a Content Knowledge Exam prior to Clinical Practice. (Teacher Candidates requiring Arizona certification in application for their local state licensure will need to complete the appropriate National Evaluation Series (NES) exams prior to receiving an Arizona IR. For content areas outside the approved NES areas, Teacher Candidates seeking Arizona certification will be required to hold 24 units in the certification content area.)
- Minimum GPA of 2.8 for the Bachelor of Science program and a 3.0 for the Master of Education program
- Work with the appropriate university department to remove any academic and/or financial holds on account to ensure that the academic counselor is able to complete the required registration process. The Teacher Candidate can also contact the academic counselor to discuss program progression and academic eligibility.
- Complete all courses in the program of study prior to Clinical Practice.

Application

Teacher Candidates should submit the Clinical Practice Application electronically prior to the assigned deadline. The online application is available on the College of Education website. Teacher Candidates will be required to list three potential placement preferences along with the appropriate contact information. **Teacher Candidates should not attempt to make the initial contact with potential school districts. Initial contact will be made by the Teacher Placement Specialist.**

Teacher Candidates are required to submit a Clinical Practice Application prior to the assigned deadline.

- **February 1st** is the deadline for the Fall Clinical Practice experience
- **August 1st** is the deadline for the Spring Clinical Practice experience

Teacher Candidates should contact their assigned Teacher Education Specialist with any questions pertaining to the application.

Potential Sites

Following consultation with your Teacher Education Specialist regarding your interests, needs, goals, and Clinical Practice expectations, site selection is the first and possibly most important step towards beginning Clinical Practice. You are responsible for assembling a list of three potential sites to request for placement. You will need to list these sites on your Clinical Practice application. Consider the schools where you have completed field experiences and the relationships you have developed with them. Be sure your potential placement is consistent with Clinical Practice requirements, desires for skill development, and future certification or licensure criteria. Consider the following:

- Your personal interests, needs, goals, and expectations
- Ethical standards, interactive learning, and experiential opportunities afforded you by the staff and function of the site
- Professional and state licensure/certification requirements regarding Clinical Practice experiences: Rule out sites and/or supervisors that cannot enable you to satisfy licensure or certification requirements

PLEASE NOTE: As stated in the *University Policy Handbook*, Teacher Candidates may not complete the clinical practice in the classroom(s) in which they are employed as paraprofessionals.

Paraprofessionals are not teachers of record. As assistants to a classroom teacher, their responsibilities are more limited than those required of a classroom teacher. Therefore, paraprofessionals will need to take a leave of absence from their duties and responsibilities while they complete the clinical practice requirements for their program of study.

In addition, Teacher Candidates are not permitted to substitute during clinical practice. Any job that does not interfere with clinical practice requirements, such as planning, etc. would be considered acceptable but not advised.

Placement Assignments and Changes

Your site placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in your best interest and the interest of other involved parties. You may be removed from a site assignment at any time if the Cooperating Teacher or GCU Faculty Supervisor determines that the assignment is detrimental to anyone being served by you or that you would be better served by removal. This decision may be appealed to the College of Education.

Once the Clinical Practice Application has been received, you will be contacted by your assigned Teacher Education Specialist to discuss the application prior to contacting the school district and/or school. This allows you and your Teacher Education Specialist to discuss the placement confirmation process and to obtain any additional information that may be necessary.

During the placement process, you might be required to complete additional district requirements which will be completed at your expense. These may include:

- Interview with school district officials (which may include writing samples)
- Submission of academic resume and/or transcripts
- Physical exam
- TB test
- School Board approval
- Additional background checks

Your Teacher Placement Specialist will notify you when the Clinical Practice placement has been finalized.

After your placement is secured, your Teacher Placement Specialist will provide you with pertinent Clinical Practice information, including the contact information for your assigned GCU Faculty Supervisor, with whom you and your Cooperating Teacher will be working throughout your Clinical Practice experience. You are required to make contact with the GCU Faculty Supervisor and Cooperating Teacher prior to the start date of the Clinical Practice experience to start building a working relationship and to discuss the expectations of all parties. Also be sure to obtain and review a copy of the school/district policy manual for teachers, which you will be expected to abide by throughout your experience.

Please contact your Teacher Placement Specialist immediately if there is a need to cancel, postpone, or make changes in the placement. Requests for a change in Clinical Practice status must be made in writing. A circumstance such as extended illness that may interrupt or delay completion of Clinical Practice will be addressed on an individual basis.

Withdraw or Cancellation of a Placement

Grand Canyon University is committed to building strong relationships with its cooperating districts and fostering growth in its Teacher Candidates. As such, should a Teacher Candidate wish to withdraw from or cancel their Clinical Practice placement, they will not be eligible to be replaced until the upcoming semester unless it is found that their placement does not meet university standards. Students withdrawing from a university-approved placement will need to wait until the upcoming semester to restart their Clinical Practice.

Withdraw or Cancellation of a Placement Policy

The student must contact the Teacher Placement Specialist immediately if there is a need to cancel, postpone, or make changes in the placement. Requests for a change in Clinical Practice status must be made in writing, with the submission of the Cancellation Form. *See Appendix.*

If a student chooses to cancel an assigned placement more than two weeks prior to the placement start date, the placement will not count as the student's first attempt at Clinical Practice. This instance will be notated as an early cancellation. A student will be allowed to submit an early cancellation a maximum of two times. After two instances the student will be given one additional opportunity to accept placement.

If a student decides to cancel an assigned placement after the placement start date, the placement will count as the student's first attempt at Clinical Practice. In this case the student will receive one additional opportunity for Clinical Practice placement.

COE Clinical Practice Expectations and Academic Standards

The following clinical practice expectations for Teacher Candidates in the College of Education seeks to address the common issues and responsibilities of Teacher Candidates who are out in schools and school districts in a field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a Teacher Candidate and his/her professional and personal conduct in the field experience and clinical setting. The conduct expectations clarify conduct unbecoming of a Teacher Candidate, and thus are subject to disciplinary action. By addressing these issues we seek to respond to and clarify our expectations for all of our Teacher Candidates who are representing themselves and Grand Canyon University in their role and work with students, Cooperating Teachers, GCU Faculty Supervisors, and school communities.

Teacher Candidates in the College of Education represent GCU's value-based liberal arts institution. All Teacher Candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to the expectation that the Teacher Candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with Teacher Candidates, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others

- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with Teacher Candidates, faculty, staff, school placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to Clinical Practice performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
 - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
 - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
 - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher Candidates must also follow the dress code of teachers at the school site.

Dispositional Expectations

- High Expectations- Educators should believe that all Teacher Candidates can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of Teacher Candidates and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.

- **Honesty-** Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- **Compassion-** Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- **Advocacy-** Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- **Dedication-** Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of Teacher Candidates in the College of Education. Teacher Candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which Teacher Candidates are subjected to disciplinary action up to and including expulsion from the university. If students are found eligible to continue with the program, Clinical Practice can only be repeated once as indicated in the GCU Policy Handbook.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - Admission or eligibility to Clinical Practice
 - Information regarding the site placement school, the district and/or personnel
 - Information regarding Teacher Candidates
 - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be

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

- Failure to maintain a professional approach to personal relationships with the Teacher Candidates or the school community members

Zero Tolerance Policy

The College of Education is committed to an educational environment that is free from violence, both on-campus, off-campus, and at any school placement setting. The zero tolerance policy includes threatening statements, behaviors, or acts of violence against Teacher Candidates, faculty, and staff. The university prohibits and will take immediate action against:

- Acts or communication in any form whether oral or written, that threatens or violates the personal safety of others
- Action which can be interpreted as physical assault or abuse
- Threats to harm or endanger the safety of others
- Behaviors or actions interpreted by a reasonable person as carrying the potential for violence or acts of aggression

Failure to comply with the requirements as outlined in the Single Placement Clinical Practice Manual may result in a Code of Conduct violation

Disability Services and Special Accommodations

Students that require special accommodations for their Clinical Practice experience placement must register with the Disability Office at Grand Canyon University prior to their official placement. Students will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the *University Policy Handbook* for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows:

Phone: 602-639-6342

Email: disabilityoffice@gu.edu

In order to establish certain accommodations at the placement facility, the University may need to disclose information regarding the student's disability status. Notification of the approved accommodation will be given to the placement school, the supervising teacher and also to the school district in order to ensure that the accommodations are appropriately facilitated.

Cooperating Teacher Responsibilities

The Cooperating Teacher is the teacher in whose classroom the Clinical Practice experience is taking place. The Cooperating Teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the Cooperating Teacher is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on the Teacher Candidate's performance.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building principal to serve as a Cooperating Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

The primary responsibility of the Cooperating Teacher is to the education of the pupils assigned to their class. However, Teacher Candidate preparation is also an important professional responsibility. The following suggestions will enable the Cooperating Teacher to involve their Teacher Candidate in his/her school and class:

As a role model, mentor, and coach:

- Assume responsibility for direct supervision, oversight, and support to the Teacher Candidate while on site
- Maintain and document close contact with the Teacher Candidate on a daily basis.
- Confer regularly with the Teacher Candidate concerning his or her performance and progress.
- With the GCU Faculty Supervisor, develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.
- Maintain Clinical Practice records and documents for the purpose of evaluating the Teacher Candidate.
- Provide on-site opportunities for the Teacher Candidate to observe, practice, and lead when and where possible.

As an evaluator:

- Participate in an initial conference with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of Clinical Practice.
- Participate in a conference with the Teacher Candidate and the GCU Faculty Supervisor during the last week of each 8 week session to debrief on the success of that session.
- Complete Formative Evaluations (Cooperating Teacher Formative Feedback Form, Teacher Candidate Collaborative Evaluation Instrument #1, #2, and #3 and any other informal evaluations)

of the Teacher Candidate and provide copies of those evaluations to both the Teacher Candidate and the GCU Faculty Supervisor during the conference.

- Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument #4) of the Teacher Candidate prior to the face-to-face meeting with the Teacher Candidate and the GCU Faculty Supervisor during the last week of the second 8 week session.
- The four evaluations are formal collaborative observations conducted in conjunction with GCU Faculty Supervisor utilizing Grand Canyon University's Collaborative Evaluation Instrument.

Collaborative Observation Process

The Collaborative Observation is a process between the GCU Faculty Supervisor and Cooperating Teacher to collaboratively reflect on the Teacher Candidate's performance. The participants will work together to effectively produce a final score using the Evaluation Instruments. To complete the Collaborative Observation, the GCU Faculty Supervisor and Cooperating Teacher must both have a copy of the Teacher Candidate Collaborative Evaluation Instrument # 1 and #2, #3, and #4.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate's actions and student responses. These notes should be free of analysis and notate relevant behavior.
- Step 2: The Post-Observation Conference is a follow-up meeting preferably immediately after the Teacher Candidate's observation between the Cooperating Teacher and GCU Faculty Supervisor. Both observers will culminate their responses using the performance rubric to complete the scores on the Evaluation Instrument.
- Step 3: The GCU Faculty Supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidate's TaskStream portfolio.

State Mandated Assessments

During the state mandated assessments, the Cooperating Teacher should be the one who administers the test to the students in the classroom. At no time, should the Teacher Candidate be in charge of administering or proctoring these tests.

GCU Faculty Supervisor Responsibilities

The GCU Faculty Supervisor is the local GCU-approved supervisor who has oversight responsibility for the development, implementation, and evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Cooperating Teacher, the Teacher Candidate, and the course instructor to ensure that the quality, integrity, and outcomes of the Clinical Practice experience meet the University's standards.

Qualifications

- Master's Degree, Doctoral Degree in Elementary, Secondary (must be certified in area of supervision) or Special Education
- A valid current teacher certification or license
- Minimum of 3-5 years of classroom experience.

Responsibilities

As a role model, mentor, and coach:

- Establish and maintain a professional working relationship with the cooperating school and/or district. Maintain effective communication with the Cooperating Teacher and Office of Clinical Practice.
- Act as a resource person to the Teacher Candidate by providing additional sources of information and by being available through phone or mandatory weekly email personal contact, and cooperatively deriving workable solutions if difficulties arise.
- Provide information on the development and implementation of future professional plans.
- Encourage responsibility and creativity in the Clinical Practice experience.
- Keep adequate records on the Teacher Candidate.
- Provide knowledge about evaluation procedures.
- Create and maintain a professional, friendly relationship with the Teacher Candidate and the Cooperating Teacher.

As an evaluator:

- Participate in an initial conference with the Teacher Candidate and the Cooperating Teacher during the first two weeks of Clinical Practice.
- Participate in a conference with the Teacher Candidate and the Cooperating Teacher during the last week of each 8 week session to debrief on the success of that session.
- Complete Formative Evaluations (Teacher Candidate Collaborative Evaluation Instrument #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate.

- Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument #4) of the Teacher Candidate during the last weeks of the second 8 week session.
- The 4 evaluations are formal collaborative observations conducted in conjunction with Cooperating Teacher utilizing Grand Canyon University's Collaborative Evaluation Instrument.
- After each evaluation, submit the completed Teacher Candidate Collaborative Evaluation Instrument to TaskStream.

TaskStream

The GCU Faculty Supervisor will utilize TaskStream, an external electronic portfolio provider, to submit the evaluations of the Teacher Candidate's performance. All students have an account in TaskStream that has been customized to meet the requirements of a particular program.

Refer to the following schedule when planning the evaluations:

| | Teacher Candidate | Cooperating Teacher | GCU Faculty Supervisor |
|-----------------------------------|---|---|---|
| Week 4: Session A/ Module 4 | Teacher Candidate Collaborative Evaluation Instrument # 1 is completed | Teacher Candidate Collaborative Evaluation Instrument # 1 is completed | Teacher Candidate Collaborative Evaluation Instrument # 1 is completed and submitted to TaskStream |
| Week 7: Session A/ Module 7 | Teacher Candidate Collaborative Evaluation Instrument # 2 is completed | Teacher Candidate Collaborative Evaluation Instrument # 2 is completed | Teacher Candidate Collaborative Evaluation Instrument # 2 is completed and submitted to TaskStream |
| Week 4: Session B/ Module 4 | Teacher Candidate Collaborative Evaluation Instrument # 3 is completed | Teacher Candidate Collaborative Evaluation Instrument # 3 is completed | Teacher Candidate Collaborative Evaluation Instrument # 3 is completed and submitted to TaskStream |
| Week 7: Session B/ Module 7 | Teacher Candidate Collaborative Evaluation Instrument # 4 is completed | Teacher Candidate Collaborative Evaluation Instrument # 4 is completed | Teacher Candidate Collaborative Evaluation Instrument # 4 is completed and submitted to TaskStream |

Mentor Responsibilities

(As applicable)

In those instances where the Teacher Candidate is currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal, a mentor will be assigned to the Teacher Candidate.

The mentor is the professional colleague who supports the Teacher Candidate in completing the Clinical Practice experience. The mentor must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the mentor is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative feedback on the Teacher Candidate's performance.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building principal to serve as a Cooperating Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

The primary responsibility of the mentor is to the education of the pupils assigned to their class. However, Teacher Candidate preparation is also an important professional responsibility. The following suggestions will enable the mentor to collaborate with the Teacher Candidate in his/her school and class:

As a role model, mentor, and coach:

- Assume responsibility for collaboration and support to the Teacher Candidate while on site.
- Maintain and document close contact with the Teacher Candidate.
- Confer regularly with the Teacher Candidate concerning his or her performance and progress.
- With the GCU Faculty Supervisor, develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.
- Maintain Clinical Practice records and documents for the purpose of evaluating the Teacher Candidate.
- Encourage on-site opportunities for the Teacher Candidate to observe, practice, and lead when and where possible.

As an evaluator:

- Participate in an initial conference with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of Clinical Practice.
- Participate in a conference with the Teacher Candidate and the GCU Faculty Supervisor during the last week of each 8 week session to debrief on the success of that session.
- Complete Formative Evaluations (Teacher Candidate Collaborative Evaluation Instrument #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate and provide copies of those evaluations to both the Teacher Candidate and the GCU Faculty Supervisor during the conference.
- Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument #4) of the Teacher Candidate prior to the face-to-face meeting with the Teacher Candidate and the GCU Faculty Supervisor during the last week of the second 8 week session.
- The 4 evaluations are formal collaborative observations conducted in conjunction with GCU Faculty Supervisor utilizing Grand Canyon University's Collaborative Evaluation Instrument.

Collaborative Observation Process

The Collaborative Observation is a process between the GCU Faculty Supervisor and mentor to collaboratively reflect on the Teacher Candidate's performance. The participants will work together to effectively produce a final score using the Evaluation Instruments. To complete the Collaborative Observation, the GCU Faculty Supervisor and mentor must both have a copy of the Teacher Candidate Collaborative Evaluation Instrument # 1 and #2, #3, and #4.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate's actions and student responses. These notes should be free of analysis and notate relevant behavior.
- Step 2: The Post-Observation Conference is a follow-up meeting preferably immediately after the Teacher Candidate's observation between the mentor and GCU Faculty Supervisor. Both observers will culminate their responses using the performance rubric to complete the scores on the Evaluation Instrument.
- Step 3: The GCU Faculty Supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidate's TaskStream portfolio.

Supervision, Evaluation, and Performance-based Assessment

You should be kept informed of progress through formal and informal evaluative feedback from your Cooperating Teacher and GCU Faculty Supervisor. The Cooperating Teacher is the primary source of continuous daily mentoring, supervision, and weekly substantive conferences.

For both teachers and students, assessment is the most appropriate way to comprehend what the learner actually knows. You are required to pass rigorous assessments to guarantee that you are prepared to teach in your own classrooms. The purpose of assessment during Clinical Practice is to ensure that all state and federal standards are met and you are ready for certification.

The Teacher Candidate Collaborative Evaluation Instruments are included in the appendix of this Clinical Practice Manual.

GCU Teacher Candidate Progress Form

The GCU Teacher Candidate Progress Form has been designed as an informal assessment tool for mentoring and coaching. Your Cooperating Teacher will utilize this on a weekly basis to identify areas of strength as well as opportunities for growth in lesson planning, instruction and assessment.

Formative Assessment

Formative assessments will include the Cooperating Teacher Formative Feedback Form, the Teacher Candidate Collaborative Evaluation Instrument # 1, #2, #3 and any other informal evaluations done by the Cooperating Teacher. Throughout the Clinical Practice experience, the Cooperating Teacher will conduct formal and informal supervisory conferences with you. The course instructor will also expect weekly contact via the classroom to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions. It will be important that you stay in close contact with the Cooperating Teacher to ensure successful progress. During meetings, your performance, progress, and goals will be reviewed, including recommendations for improvement. You will be formally evaluated midway through each Clinical Practice session and again at the end of each session, for a total of four evaluations. The GCU Faculty Supervisor and Cooperating Teacher will evaluate you collaboratively for the purpose of enhancing skills, offering constructive feedback, and developing future goals. It will be important that you freely express perceptions and feelings regarding the assessment so those perceptions can be validated.

Please note that the evaluation instruments for evaluations #1 and #4 are aligned to the GCU Professional Dispositions of Learners, including: 1) High Expectations, 2) Respect for the Diversity of Others, 3) Fairness, 4) Professional Conduct, 5) Reflection, 6) Curiosity, 7) Honesty, 8) Compassion, 9) Advocacy, and 10) Dedication. The appropriate dispositions are documented on the evaluation instrument, according to the numeric order listed above, subsequent to each item.

Summative Evaluation

As part of the closure activities, your GCU Faculty Supervisor and Cooperating Teacher will complete a summative evaluation with you using the Teacher Candidate Collaborative Evaluation Instrument #4.

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This final evaluation process will formally appraise your efforts and professional growth using measurable, objective, and observable data based on standards developed for your professional discipline. It will be important that you respond to the evaluation by asking questions and obtaining clarification of its contents. Ideally, GCU Faculty Supervisors will demonstrate strong advocacy for you as a professional, given the significant investment they have made in your development. You will also be invited to evaluate GCU Faculty Supervisors. An honest, frank assessment and interpretation of your experience will be most valuable to the continued success and development of the Clinical Practice course. You may ask GCU Faculty Supervisors to serve as professional references.

Summary Conference

Final conferences provide opportunities to review your experience, evaluate your progress and to discuss future directions. Conference topics will include the following:

- Review and analysis of your evaluations
- Review and analysis of your documented work using Clinical Practice forms
- Review and analysis of videotaped activities (if appropriate)
- Review and analysis of the E-Portfolio
- Review and analysis of the Clinical Practice Time/Activity Log Summary
- Review and analysis of the résumé
- Discussion of strengths and areas of improvement
- Discussion of future plans for employment

Grading

In order to earn a final grade for Clinical Practice, you must ensure that all projects, forms, evaluations, and documents needed to fulfill course requirements have been accurately and professionally completed and returned in a timely manner. The course instructor will submit a course grade. The course instructor will use the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine your final grade.

Your final semester grade will be calculated by weighting the Teacher Candidate evaluation scores submitted to TaskStream as well as individual classroom assignments and the final Teacher Work Sample. You will receive a separate grade for Session A and Session B of your Clinical Practice course. If you receive a failing grade you may petition the College of Education to reapply for Clinical Practice or choose to complete a degree without certification or institutional recommendation.

Teacher Candidate Professional Growth Plan, Corrective Action Plan, and Unsuccessful Attempts

The teacher preparation program assists teacher candidates with the transition from coursework to clinical practice with the integration of field experience hours. However, even with some classroom experience, transitioning your professional practice from theory to practice in the field can be challenging. As such, the Cooperating Teacher and/or GCU Faculty Supervisor may choose to implement an in-class support process for a Teacher Candidate who needs additional support in one or several targeted areas aligned with InTASC standards. This support is documented with the Office of Clinical Practice, Field Experience Specialist, using the Professional Growth Plan template.

The College may take disciplinary action against a student who demonstrates insufficient performance or dispositions, conduct unbecoming of a Teacher Candidate, or is terminated by the site school placement. A remedial Corrective Action Plan (CAP) is implemented if the Teacher Candidate does not demonstrate sufficient progress with regard to performance or dispositions. The Cooperating Teacher may initiate the termination through the GCU Faculty Supervisor and the Field Experience Specialist. The Office of Clinical Practice works with the school supervisor, Cooperating Teacher and GCU Faculty Supervisor to confirm that all options have been exhausted. Students can request to have an opportunity to present their perspective in writing to the members of Corrective Action Plan Committee. The Office of Clinical Practice collects all school and student documentation and approves the termination. The College of Education Corrective Action Committee reviews all documentation and makes a determination as to whether the alleged violation or deficiency has been substantiated and which a College-level penalty may apply.

Unsuccessful Clinical Practice Penalties

Please understand that at all times Teacher Candidates are guests of the school district and the school site in which they are placed. It is the prerogative of the district, principal, or Cooperating Teacher to request the placement be terminated at will. In this case, the Corrective Action Plan is not applicable. As such, it is necessary to demonstrate professionalism in word, deed, and action at all times.

The College of Education Corrective Action Plan Committee determines all college level penalties. In making their determination, the committee considers the severity of the offense as well as the student's academic history. A college level penalty may include but is not limited to:

- Removal from Clinical Practice course

- Awarding a failing grade for the Clinical Practice course(s)
- Awarding the grade earned in the Clinical Practice course (s)
- Awarding a (w) grade in the Clinical Practice course(s)
- Completion of an 8 week remediation plan
- Immediate replacement in new assignment
- Replaced in new assignment after the completion of an 8 week corrective action plan
- Possible referral to University Office of Academic Compliance

As stated in the Grand Canyon University Policy Handbook, Clinical Practice may only be repeated once.

Appendix

- [EEI Lesson Plan Template](#)
- [UBD Lesson Plan Template](#)
- [SIOP Lesson Plan Template](#)
- [Using Video Recording Permission Request](#)
- [Using Video Recording Permission Request \(Spanish Version\)](#)
- [IEP Observation Permission Request](#)
- [IEP Observation Permission Request \(Spanish Version\)](#)
- [Cooperating Teacher Formative Feedback Form](#)
- [Teacher Candidate Collaborative Evaluation Instrument Evaluation 1](#)
- [Teacher Candidate Collaborative Evaluation Instrument Evaluation 2/3](#)
- [Teacher Candidate Collaborative Evaluation Instrument Evaluation 4](#)
- [GCU Teacher Candidate Progress Form](#)
- [Clinical Practice Time/Activity Log](#)
- [Clinical Practice \(Student-Teaching\) Cancellation Form](#)