



Grand Canyon University  
College of Education  
Department of Defense Dependent Schools  
(DoDDS)  
Practicum-Field Experience and  
Student Teaching Manual  
All IR Programs

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## Version Record

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This manual addresses international practicum/field experiences and student teaching in the following programs and their emphases: Bachelor of Science in Elementary Education, Bachelor of Science in Secondary Education, Bachelor of Science in Elementary Education/Special Education, Bachelor of Science in Early Childhood Education, Master of Education in Elementary Education, Master of Education in Secondary Education, Master of Education in Early Childhood Education, and Master of Education in Special Education.

# Grand Canyon University

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## Overview

Grand Canyon University (GCU) is Arizona's only regionally accredited, private, non-denominational Christian university that offers both online and campus-based undergraduate and graduate degree programs.

Grand Canyon University's longstanding legacy began in 1949 in Prescott, Arizona. At that time, Grand Canyon College was founded by a group of Southern Baptists as the only Christian college in the state. In 1951, the school relocated to Phoenix, Arizona, and immediately gained respect as a teacher's college with outstanding nursing, science, business, and liberal arts programs. In 1989, the university moved to self-ownership under a Board of Trustees until 2004 when it was purchased by Significant Education, LLC. The school was the first for-profit, Christian university in the United States. The University currently has over 38,000 students and five colleges: College of Education, College of Nursing and Health Sciences, Ken Blanchard College of Business, College of Doctoral Studies, and the College of Liberal Arts.

## Accreditation

The University is accredited by The Higher Learning Commission (member of North Central Association of Colleges and Schools), 30 N. LaSalle St. Suite 2400, Chicago, IL 60602-2504; tel. 800-621-7440; <http://www.ncahigherlearningcommission.org/>

The Grand Canyon University College of Education is approved by the Arizona State Board of Education and the Arizona Department of Education to offer Institution Recommendations for the certification of elementary, secondary, special education teachers, and administrators.

## Mission and Vision

**Mission Statement:** Grand Canyon University prepares learners to become global citizens, critical thinkers, effective communicators and responsible leaders by providing an academically challenging, values-based curriculum from the context of our Christian heritage.

**Vision:** Grand Canyon University is the premier Christian University educating people to lead and serve.

## College of Education

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### College Mission

*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.*

The College of Education operates as a unit of Grand Canyon University. As such, its Mission Statement reflects the obligation of the College to support and promote the University's Mission as well as to guide its own operations. Within its learners, the College inspires excellence in the art and science of teaching; within its faculty, it does so through their scholarly enterprises. Via its professional education programs, the College teaches learners that all students can learn and that focused teaching 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. And, finally, 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.

**Learning, Leading, and Serving** is the essence of the College's mission. These three elements are defined as follows:

- **Learning:** We believe that all students can learn and that highly effective, innovative, and collaborative teaching and administration maximizes best practice 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 that they, in turn, will influence their changing world.
- **Serving:** The culture and Christian heritage of the University promote 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.

### Accreditation

The Grand Canyon University College of Education is approved by the Arizona State Board of Education and the Arizona Department of Education to offer Institution Recommendations for the certification of elementary, secondary, special education teachers, and administrators.

## Office of Field Experience

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The Office of Field Experience in the College of Education is an integral component of the education degree programs; it is dedicated to supporting the Teacher Candidate in their final step to becoming a certified teacher. The Office of Field Experience provides a professional, knowledgeable, and positive service to enhance the collaborative relationships within the University, districts, and schools to promote responsible pedagogy and University awareness.

Once the learner has completed their coursework and other requirements to student teach, Teacher Candidates are assigned to a Field Experience Specialist within the Office of Field Experience who is responsible for facilitating all aspects of their student teaching. Each Field Experience Specialist is assigned to a specific region and works with all Teacher Candidates that reside there. This regional structure allows the Office of Field Experience to cultivate and maintain collaborative working relationships with school districts and GCU Supervisors residing in the area. The Field Experience Specialist is available to work with the Teacher Candidate, the Mentor Teacher, and the GCU Supervisor from the onset of placement through the completion of the student teaching. It is the Field Experience Specialist that will facilitate and ultimately confirm that the Teacher Candidate's student teaching placement meets the requirements of the education degree programs.

### Fingerprint Clearance

Teacher Candidates must provide verification of a Current State of Arizona Department of Public Safety Fingerprint Clearance Card or *current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which they reside and teach*. Teacher Candidates are not permitted to enroll in any course containing a practicum/field experience requirement, including student teaching, until documentation has been received and verified by the Teacher Education Specialist.

### Basic Skills and Content Area Exams

College of Education learners enrolled in Teacher Education Programs (with institutional recommendation [IR]) beginning with the 2009-2010 Academic Catalog must pass their state-specified basic skills and content area exams or Praxis I® (Basic Skills) and Praxis II® (Content Area) prior to student teaching. Arizona residents will be required to take the Arizona Educator Proficiency Assessments (AEPAs). Information regarding payment, test day, test dates, registration deadlines, admission tickets, study guides, score reports, alternative testing arrangements, and refunds can be found at the AEPA Web site: [www.aepa.nesinc.com](http://www.aepa.nesinc.com)

Teacher candidates residing in states that do not have state-specified basic and/or content exams will be required to take the AEPA exams or the Praxis series®.

Teacher candidates requiring Arizona certification in application for their local state licensure will need to complete the appropriate AEPA exams prior to receiving an Arizona IR. For content areas outside the approved AEPA areas, teacher candidates seeking Arizona certification will be required to hold 24 units in the certification content area.

### Required Testing for Certification

Prior to certification, the Arizona Department of Education requires a passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment (AEPA) and a passing score on the subject knowledge (content area) portion of the AEPA. Learners should check with their state department of education for their own state teacher certification guidelines.

Information regarding certification requirements, which test to take and AEPA program policies, can be found at the Arizona Department of Education Web site: [www.ade.az.gov/certification](http://www.ade.az.gov/certification)

### Institutional Recommendation

GCU provides its Teacher Candidates with the opportunity to be involved in a student teaching/credentialing program, but does not guarantee certification. Because the programs are accredited in the state of Arizona, the College of Education follows its Institutional Recommendation (IR) verification process for successful program completion. For non-Arizona state residents, recognize that educational requirements for certification vary from state to state, so additional requirements may be necessary to receive certification in the learner's state of residence. All learners are required to check with their respective state Department of Education to determine the certification requirements of their state.

## Practicum/Field Experience Information

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### Overview

Congratulations! You are ready to start a practicum/field experience. A practicum/field experience is an exciting learning opportunity that affords you the chance to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students in low performing schools and the national movement towards 21st century learning built around standards, a practicum/field experience affords GCU learners the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional. The opportunity to work in a practical setting within the field coupled with supportive guidance from the university instructor will provide each learner with a strong sense of professional self-reflection. Please read this manual thoroughly as it is a practical guide to experiencing and enjoying a successful practicum/field experience.

### Fingerprint Clearance

In most programs of study, the practicum/field experience begins as early as the third course. Prior to participation in any practicum/field experience, learners must have submitted a copy of an official Arizona Fingerprint Clearance Card or the official results of their federal fingerprint background clearance from their state Department of Public Safety or comparable agency or have one already on file with Grand Canyon University. Copies of this documentation should be faxed or scanned/emailed to the Teacher Education Specialists in the Office of Academic Counseling.

Note: If learners are seeking an Arizona Institutional Recommendation, they must have an Arizona Fingerprint Clearance Card, in addition to their own state's fingerprint or background clearance documentation.

### Learner as an Ambassador

As learners participate in practicum/field experiences and student teaching at PK-12 educational institutions throughout the United States and various institutions internationally, they represent Grand Canyon University as an ambassador. They may be the first and only example of Grand Canyon University to many professionals and members of the general population in the area. The professional dispositions being learned throughout the program are meant not only to be applied in these situations, but also in the educational community within which they are privileged to serve. If anyone has questions about Grand Canyon University, please refer to MyGCU.

### Learner Code of Conduct

Grand Canyon University works to create an atmosphere of value-based education. All students who enroll in the University are expected to accept the responsibilities of the university citizenship and to show consideration and respect for personal freedom and property right of members of the civic and academic community. Students are expected to abide by ethical, profession, and academic standards that are conducive to a positive learning experience. Please

review the Code of Conduct and Academic Standards in the University Policy Handbook.

### Professional Dispositions, Placement Assignments, and Changes

Practicum/field experiences serve as an opportunity for learners to build relationships with school districts, schools, school staff, and teachers. Through their actions and interactions with these individuals, they will make an impact and create an impression of who they are personally and professionally. Therefore, adapting to the preferred policies and procedures of the host school, e.g. dress code, scheduling, etc, is required of learners.

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct. For GCU learners, these dispositions flow from the University's mission statement: *Grand Canyon University prepares learners to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically challenging, values-based curriculum from the context of our Christian heritage.* A values-based education emphasizing community, character, and citizenship in the context of a Christian worldview seeks to teach, reinforce, support, and draw learners to contemplate certain foundational values which Christianity contends lead to a good life. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For learners, this is manifested in the professional dispositions each carries into the educational community.

- **High expectations** – Educators should believe that all students can learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.
- **Respect for the diversity of others** – Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.
- **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** – Educators should promote positive change in schools and communities that benefit the welfare of others.
- **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.

It is important to treat every practicum/field experience as a potential student teaching placement or future job opportunity. Building relationships with schools in which learners will serve their practicum/field experience is important. Learners may be removed from a practicum setting at any time if the classroom teacher, site administrator, or university administrator determines that the assignment is detrimental to anyone being served by the learner or that he or she would be better served by removal.

### Practicum Outcomes

By the end of the each practicum/field experience, learners will have accomplished the following:

- Successful mastery of specific course objectives as they align to professional teacher education standards.
- A demonstration of learning through artifacts submitted to your TaskStream e-Portfolio.
- Significant professional growth in pedagogical knowledge, skills, and dispositions.

### Commitment to Excellence

The College of Education requires its learners to possess essential skills that are founded on the professional standards for various educators (APTS, INTASC, CEC, NAEYC, and ISLLC), in addition to the specialized professional association standards for particular content areas. Learners must also demonstrate problem-solving techniques, employ assessment-based decision making, and function adeptly by employing critical and creative thinking skills and taking responsibility for their actions. Through developing a professional philosophy, demonstrating reflective thought and action evidenced in the e-Portfolio, and gaining an awareness of professional attributes, learners will have the opportunity to develop as professionals during the practicum/field experiences.

### Commitment to Diversity

The College of Education promotes respect for and values the importance of community diversity. Instructors create a culture of mutual respect, tolerance, and fellowship within the

educational community. Cultural diversity is valued and demonstrated by instructors, so that learners may gain the requisite skills necessary to become professional models within a diverse culture. In addition, learners will be able to implement the knowledge, skills, and dispositions required to meet the needs of PK-12 students from different cultures, genders, and exceptionalities. Within this nurturing environment, learners should express and demonstrate awareness of the important individual and cultural differences that form the rich, cultural tapestry of a global society and grow in cultural competency.

### Technology

Skilled application of technology by education students is a competency expectation expressed by the College of Education. Every member of the College is expected to demonstrate a commitment to applied technology across all phases of their professional life. This commitment encourages the use of technology to enhance academic learning and achievement. Applied technology in education is an integral part of contemporary instructional practices as a benchmark of excellence. Learners are expected to use technology in every phase of their academic preparation. As such, it is incumbent on faculty to provide learning experiences that are driven by a deep commitment to infuse technology across the curriculum and to utilize it as a pedagogical tool for instruction. The commitment to technology is infused in each course.

### Professional Standards Alignment

The professional standards underpinning educational practices espoused by state, national, and professional associations are fundamental foundation blocks of the College of Education's instructional practices. As a result, learners will demonstrate in-depth knowledge and comprehension of both professional and content standards, and how to apply them in the real world. Learners will be held accountable for demonstrating functional application of professional standards by problem solving, critical and creative thinking, data-informed decision-making, and responsibility taking activities applied in real life settings. Learners will also participate in standards-based learning as they explore relevant assessment practices. Learners will have multiple opportunities to explore, apply, and discuss professional standards to develop dispositions consistent with their professional field of study.

# International Site Selection of Practicum/Field Experience Placement

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## Overview

Following consultation with the university instructor and the Field Placement Specialist, practicum/field experience selection must be approved and must follow the given setting guidelines associated with the course. While there are many factors that interact relative to the selection process, there are basic parameters to address that will enhance the opportunity for completing practicum/field experience requirements overseas.

Assembling a list of potential sites should be based on the criteria identified in the curriculum, either in the assignments for Module 1 or on the Benchmark Assessment and Rubric document that can be found in Course Resources. The curriculum is designed to ensure that a variety of settings are experienced over the entire program of study. It is important to make site visits to potential sites to gain an understanding of interest, professional practices, organizational focus, and ability to offer appropriate on-site supervision (Faiver, Eisengart, & Colonna, 2004). Because learners are required to choose sites that are accredited, please be sure to check the accreditation of the school prior to submitting contact information. A few accrediting bodies accepted are: Council of International School (CIS), North Central Accreditation (NCA), New England Association of Schools and Colleges (NEASC), Western Association of Schools and Colleges (WASC), and any school offering International Baccalaureate (IB). The International Registry of Accredited Schools (<http://www.accreditedschools.org>) is a searchable database containing information about schools around the world accredited by various accreditation agencies.

## Professional Dispositions, Placement Assignments, and Changes

- See the Practicum/Field Experience Information section above.

## Documentation

As learners move through their practicum/field experiences overseas, they will review, formulate, and refine their professional practices based on the increased development and demonstration of competencies grounded in the professional knowledge and skills of the field. This process is the essential ingredient for professional growth, as it will lead learners from student to professional practitioner. Through the relationships maintained with instructors, peers, and other professionals, personal, philosophical, ethical, and theoretical beliefs will be actualized. Significant decisions and choices will be determined by the learner's analytical and behavioral approaches to the practicum/field experience work. It is paramount that learners keep timely, accurate documentation of activities using required forms and documents. Once a site has been selected, learners are required to submit a Education Practicum/Field Experience Placement form (Appendix A) to their instructor. Please see the course materials for more detailed information.

Remember, practicum/field experience success will be largely determined by the learner's own actions. Learners must take the responsibility to make the practicum/field experience a good one.

As a practitioner, keep a positive attitude and work daily to contribute to your learning experience. Most importantly, meet all deadlines and due dates, keep daily notes, and make sure the log/journal is always up to date.

### International Site Selection of Practicum Placement through Department of Defense Dependent Schools (DoDDS)

The Department of Defense Dependents Schools (DoDDS) is a worldwide school system, operated by the Department of Defense Education Activity (DoDEA) in more than a dozen foreign countries. Their mission is to provide quality education for eligible children of the DoDDS military and civilian personnel on official overseas assignments. If learners participate in a practicum/field experience with DoDDS, they will have the opportunity to participate in a multicultural setting and should consider it a privilege. Grand Canyon University holds a current Agreement with the Department of Defense Dependent Schools. If learners should need further inquiry regarding DoDDS, please visit their website at [www.dodea.edu](http://www.dodea.edu).

Learners interested in completing practicum/field experiences through DoDDS must abide by the following:

- Using the Program of Study or the Enrollment Agreement, review future courses' requiring practicum to allow ample time for the Field Placement Specialist to contact the principal of the preferred site for approval. There is an 8-week lead time required to communicate with the potential site.
- Provide the Office of Field Experience with contact information of preferred sites.
- Learners may not, for any reason, contact the principal of a DoDDS school to obtain practicum placement on their own. Learners will be in jeopardy of losing a potential practicum/field experience placement.
- Contact their Academic Counselor for an Arizona Fingerprint Clearance Packet.
- Obtain an Arizona Fingerprint Clearance Card and send a copy to the Office of Field Experience with the Practicum Preference Placement form.

DoDDS has established a support program with accredited colleges and universities so learners can complete their practicum/field experience requirements mentored by a certified DoDDS teacher. Prospective students apply directly to their designated college or university representatives to participate in DoDDS placements.

## International Student Teaching

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### Overview

Having completed coursework and its related practicum/field experiences as well as passed state-mandated exams, learners are now ready to move to the next progression point in their program: Student Teaching. At this point, learners acquire the designation *Teacher Candidate*. The capstone experience for the education programs consists of a 16-week guided student teaching experience designed to provide opportunities for the Teacher Candidate to apply their knowledge and skills as identified in national standards and research.

Student teaching is the culminating experience in the Teacher Candidate's academic Program of Study. It is an exciting, yet challenging, learning experience that places the teacher candidate in unfamiliar situations, affords intellectually stimulating activities, and allows for empirical application of concepts and skills learned. These experiences are offered through scaffolding that includes observation, participating and actually leading activities. During student teaching, introspection, personal change, professional growth, and self-assessment empower the Teacher Candidate's sense of development as a professional. The opportunity to work as an independent practitioner within the field coupled with supportive mentoring from the Mentor Teacher and Faculty Instructor provide a strong sense of the exciting opportunities that await the Teacher Candidate in the coming years.

The DoDDS (Department of Defense Dependent Schools) Student Teaching supports the student teaching requirements of accredited colleges and universities. All Grand Canyon University Teacher Candidates requesting to teach overseas must follow the required instructions set forth by DoDDS in order to successfully be placed in the requested school.

The DoDDS Student Teaching Program is designed to provide overseas student teaching opportunities to learners enrolled full time in an approved teacher, counselor, or other programs at regionally accredited US colleges and universities. The program permits learners to fulfill their student teaching requirements in an intercultural setting while they are developing essential professional skills. DoDDS agrees to permit students from Grand Canyon University to perform teaching in schools designated by DoDDS. DoDDS will advise the University of the number of learners it can accommodate and locations at which Teacher Candidates may volunteer their services. DoDDS will select Teacher Candidates for the program from the list of nominees furnished by the University. Once a DoDDS placement is confirmed, the Teacher Candidate and Grand Canyon University will be notified in writing of the placement location and Mentor Teacher assigned to the Teacher Candidate. It is the Teacher Candidate's responsibility to provide contact information (contact phone and email address) for the assigned Mentor Teacher and principal of the building to their Field Experience Specialist.

### Mentoring Support

The mentoring process is central to student teaching success. Formative and summative meetings are designed to offer insightful feedback vital to the learner's professional development. These meetings are offered in a variety of formats, including formal face-to-face or virtual meetings,

informal conversations, planned performance observations, informal observations, debriefing activities, written evaluations, video reviews, email, or site visits from the GCU Supervisor when appropriate or practical. For learners significantly removed from the university by geographic distance, it is essential that the site supervisor be chosen wisely and that the Teacher Candidate actively access and receive direction from the GCU Supervisor.

The following individuals are in position to support the Teacher Candidate during the student teaching experience. They include:

- **Mentor Teacher:** The Mentor Teacher is the cooperating teacher in whose classroom the Teacher Candidate is completing the student teaching experience. The Mentor Teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the Mentor Teacher 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. This is a stipend position.
- **GCU Supervisor:** The GCU Supervisor is the local GCU adjunct faculty member who has oversight responsibility for the development, implementation, and evaluation of the Teacher Candidate and the Student Teaching Action Plan. The GCU Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Mentor Teacher, the Teacher Candidate, the Faculty Instructor, and the Program Chair to ensure that the quality, integrity, and outcomes of the student teaching experience meet the University's standards. This is a stipend position.
- **Faculty Instructor:** The Faculty Instructor is the University faculty member assigned to teach the student teaching courses. Faculty Instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the Teacher Candidate's practicum/field experience. These individuals have the expertise to provide formative feedback on the Teacher Candidate's performance.
- **Program Chair:** The Program Chair is the University's full time faculty member responsible for the applicable education program. The role of the chair is to monitor the quality of the curriculum and instruction of the program. In addition, the Program Chair is responsible for the development and revision of the Program of Study course work, providing aid in faculty assignments, and assistance with student referrals.
- **Office of Field Experience:** The Office of Field Experience is the university office that works with schools to verify appropriate student teaching placements and Mentor Teacher's qualifications. The Office of Field Experience collects all placement documents, verifies the Mentor Teacher's credentials, and acts as liaison.
- **Mentor:** In those instances where the Teacher Candidate has more than 3 years of classroom teaching experience and is currently serving in a contracted teaching position, it is not necessary to secure a Mentor 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 can be a licensed colleague, department chair, or site administrator who otherwise meets the requirements of the Mentor Teacher. This is a non-stipend position.

### Student Teaching Application Deadline Dates and Requirements

To be eligible to begin student teaching, the Teacher Candidate must have all coursework completed within their program of study and maintain a minimum GPA of 2.8 for the Bachelor of Science program and a 3.0 for the Master of Education program. Teacher Candidates also need to 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. Teacher Candidates can view their program evaluation located on the MyGCU website. The academic counselor is also available to discuss program progression and academic eligibility.

Teacher Candidates planning to student teaching in the FALL semester must submit a completed DoDDS Application and a copy of their Arizona Fingerprint Clearance card to their Field Experience Specialist prior to April 30th. Teacher Candidates planning to student teach overseas during the SPRING semester must have their completed DoDDS Application and a copy of their fingerprint Clearance Card to their Field Experience Specialist prior to the October 31st deadline. No exceptions.

The DoDDS Application can be found on the DoDEA web site [www.dodea.edu](http://www.dodea.edu). This process may take up to two (2) months, therefore, must be requested well in advance to student teaching. DoDDS will accept no other fingerprint clearance verification other than the Arizona IVP (Identity Verified Prints) for Arizona Teacher Candidates. Teacher Candidates may request an Arizona Fingerprint Packet from either their Academic Counselor or the Arizona Department of Public Safety:

Arizona Department of Public Safety  
2320 North 20th Avenue  
Phoenix, Arizona 85005  
(602) 223-2279 (Phone)  
(602) 623-2947 (Fax)

Once the Field Experience Specialist receives required paperwork from the Teacher Candidate, the Field Experience Specialist will expedite the application process by submitting all paperwork to DoDEA Human Resources Regional Center in Arlington, Virginia.

### DoDEA Employees requesting Student Teaching Placement through DoDDS

Current DoDEA employees interested in student teaching through DoDDS must understand and comply with the following:

- Per DS Regulation 5308.1 “DoDDS student teaching program,” student teachers are considered strictly volunteers, therefore:
  - Volunteer service will be uncompensated
  - Volunteer service will not be used to displace any employee
  - Volunteer service will not be used to staff a position which is a normal part of the DoDDS work force

- Student teachers are not entitled to travel, subsistence expenses, quarters, allowances, differentials, or any other reimbursement or payment in kind
- Service is not creditable for leave accrual or any other employee benefits
- Student teachers will not be considered federal or DoDDS employees for any purpose other than the following: Relative to compensation for injuries sustained during the performances of work (student teaching) assignments.

Therefore, currently employed DoDEA employees must be in non-pay status for the duration of their student teaching, practicum, internship, field work, experience. Under no circumstances will the learner be allowed to be in pay status while student teaching is being completed.

- Forms of acceptable “non-pay” status include Leave without Pay (LWOP), resignation, termination of assignment, Non Pay/Non Duty Status, etc. Please note that depending on the type of position the current employee holds, LWOP may not be an acceptable option. For example, intermittent employees such as substitute teachers, may not go on LWOP, they must resign. Also, LWOP for non intermittent employees is approved at the discretion of the school principal or his/her designated person.
- As part of the application process, current DoDDS employees will be required to submit documentation that he or she will be in “non-pay” status for the entire duration of the experience. Acceptable forms of documentation include:
  - Completed Standard Form 52 (SF52) “Request for Personal Action.” Please note this is simply a request for an action. It does not mean the action has been processed. But this will suffice at the time the student teaching application is submitted for the purpose of placement consideration.
  - The action (LWOP, Resignation, etc.) is usually requested by either your local personnel office or your school (usually the secretary). This is **not** a form the student teacher downloads and completes. It is one generated by an automated DoDEA Personnel system. The Teacher Candidate must contact their individual local personnel office or school secretary in order to determine which process to follow. Each school and/or district may have different requirements (i.e. additional forms to complete to request the action, resignation letter, etc.) Please note that the effective date of the action may be the day before you are scheduled to start student teaching. The action does not have to be effective immediately or at the time the DoDDS student teaching application is due.
- At a minimum, the completed SF52 must include the following:
  - Part A – Action Requested (1), Requested Number (2), Proposed effective Date (4), Action Requested by (5), and Action Authorized by (6).
  - Part B - Name (1), SSN (2), DOB (3), Effective Date (4), Nature of Action/Code (5A and 5B)
  - Part D – Remarks by Requesting Office. If LOWP is being requested, this section should include the dates the student teaching will take place.
  - Part E – Employee Resignation/Retirement – This section should only be completed if employee is resigning. If resigning, complete items 1-5.

A Standard Form 50 “Notification of Personnel Action (SF50) will be issued when the action has been processed. This usually takes place a few days after the action’s effective date. **The student teacher will be required to submit a copy of the SF50 within two weeks of the action being effective. Please fax a copy of the SF50 to 703-588-5383. Failure to comply will result in immediate termination of the student teaching placement. Any student**

**teacher found working or back in “pay status” while completing student teaching requirements will have their student teaching assignment terminated immediately. Other possible actions may also be taken for violation of federal laws and regulations.**

#### Learner as an Ambassador

- See the Practicum/Field Experience Information section above.

#### Learner Code of Conduct

- See the Practicum/Field Experience Information section above.

#### Professional Dispositions

- See the Practicum/Field Experience Information section above.

#### Recommended Schedule

Student teaching begins on the first day of the student teaching course per the Grand Canyon University Academic Calendar. The Teacher Candidate may opt to begin student teaching prior to the first day of the student teaching course if it has been discussed with and approved by the Mentor Teacher; however this will not count towards the required 16 weeks but rather be considered an addition to.

Table 1.

Suggested Student Teaching Schedule

	<b>Teacher Candidate (STU)</b>	<b>Mentor Teacher (MT)</b>	<b>GCU Supervisor (SUP)</b>
<b>Prior to Week 1 Session A/ Module 1</b>	Contact MT & SUP; Discuss expectations, policies, and procedures. Contact the Office of Field Experience with any questions.	Contact STU & SUP; Discuss expectations, policies, procedures. Coordinate schedules for collaborative observations. Submit required paperwork to Office of Field Experience.	Contact STU & MT; Discuss expectations, policies, procedures. Coordinate schedules for collaborative observations. Submit required paperwork to Office of Field Experience.
<b>Week 1: Session A/ Module 1</b>	Acclimate to classroom. Observe MT. Login to ANGEL and review required assignments for course.	Assist STU in acclimating to classroom. Introduce STU to students and other school faculty.	Make self available for questions and feedback.
<b>Week 2: Session A/ Module 2</b>	Continue to observe. Begin assisting with lessons.	Allow STU to begin assisting with lessons.	Make self available for questions and feedback.
<b>Week 3: Session A/ Module 3</b>	Take on additional lessons. Begin “phase in” period for lesson delivery.	Gradually increase STU teaching responsibility.	Arrange meeting with MT to discuss upcoming Performance Evaluations.
<b>Week 4: Session A/ Module 4</b>	<b>1<sup>st</sup> Collaborative Evaluation completed.</b>	<b>1<sup>st</sup> Collaborative Evaluation completed.</b>	<b>1<sup>st</sup> Collaborative Evaluation completed and submitted to TaskStream.</b>
<b>Week 5: Session A/ Module 5</b>	Increase workload.	Increase workload.	Continue to provide support.
<b>Week 6: Session A/ Module 6</b>	Should be preparing, with assistance, all lesson plans and delivery of instruction.	Supporting all lesson plan preparation and lesson delivery.	Be available for questions, concerns and feedback.

<b>Week 7: Session A/ Module 7</b>	Increase responsibility. <b>2<sup>nd</sup> Collaborative Evaluation completed.</b>	Increase STU responsibility. <b>2<sup>nd</sup> Collaborative Evaluation completed.</b>	Continue to provide support. <b>2<sup>nd</sup> Collaborative Evaluation completed and submitted to TaskStream.</b>
<b>Week 8: Session A/ Module 8</b>	Increase responsibility.	Increase STU responsibility.	Continue to provide support.
<b>Week 9: Session B/ Module 1</b>	Assume full responsibility of classroom. Login to ANGEL for Session B of course.	Be available for questions and concerns and inform STU of progress.	Be available for questions, concerns and feedback.
<b>Week 10: Session B/ Module 2</b>	Fully in charge of classes.	Be available for questions and concerns.	Be available for questions, concerns and feedback.
<b>Week 11: Session B/ Module 3</b>	Begin to transition class back to MT.	Begin to transition back into the classroom responsibilities.	Be available for question, concerns and feedback.
<b>Week 12: Session B/ Module 4</b>	<b>3<sup>rd</sup> Collaborative Evaluation completed.</b>	<b>3<sup>rd</sup> Collaborative Evaluation completed.</b>	<b>3<sup>rd</sup> Collaborative Evaluation completed and submitted to TaskStream.</b>
<b>Week 13: Session B/ Module 5</b>	Finalize “phase out” period of classroom responsibilities.	Resume full responsibility of classroom.	Continue to provide support.
<b>Week 14: Session B/ Module 6</b>	Opportunity to observe in other classrooms.	Fully in charge of classroom responsibilities.	Be available for questions, concerns and feedback.
<b>Week 15: Session B/ Module 7</b>	<b>4<sup>th</sup> Collaborative Evaluation completed.</b>	<b>4<sup>th</sup> Collaborative Evaluation completed.</b>	<b>4<sup>th</sup> Collaborative Evaluation completed and submitted to TaskStream.</b>
<b>Week 16: Session B/ Module 8</b>	Opportunity to observe in other classrooms.	Fully in charge of classroom responsibilities.	Be available for questions, concerns and feedback.

# Teacher Candidate

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## Overview

The Teacher Candidate is responsible for formal interviews of professional practitioners, 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, the Intern will be expected to synthesize previous course material, employing theories and content knowledge to develop an individual professional style.

## Policies

- Teacher Candidate must be prepared to complete a full-time 16-week student teaching experience consisting of two (2) consecutive eight (8) week sessions;
- Teacher Candidate must submit the Student Teaching Application to the Office of Field Experience. Applications are available to download at <http://my.gcu.edu/education>Academics>Colleges>College of Education>Field Experience>Student Teaching>. Submit the application to the Office of Field Experience by email: [fieldexperience@gcu.edu](mailto:fieldexperience@gcu.edu) or by fax to 1-877-211-6292;
- A Field Experience Specialist will be assigned who will finalize your placement and assign a Grand Canyon University Supervisor;
- Fingerprint Clearance Card must be on file with the Teacher Education Specialist.
- All Basic Skills and Content Area Exam scores must be on file with the Office of Field Experience.

## Responsibilities

- Contact and coordinate with a GCU Supervisor.
- Work with Office of Field Experience to identify and secure a student teaching site and a Mentor Teacher.
- Develop and implement a Student Teaching Action Plan in conjunction with the Mentor Teacher.
- Meet with the GCU Supervisor virtually in the first two weeks of Student Teaching to examine and discuss the Student Teaching Action Plan.
- Participate in a virtual conference during the eighth week of the Student Teaching experience to discuss the formative evaluation developed by the Mentor Teacher and to discuss the continued implantation of the Student Teaching Action Plan for the second eight weeks of the experience.
- Modify the Student Teaching Action Plan in accordance with guidance provided by the Mentor Teacher and GCU Supervisor to reflect a new classroom age group as necessary.
- Meet with the Mentor Teacher and the GCU Supervisor virtually prior to the eighth week of the second session of student teaching to discuss the completion of the Student Teaching Action Plan and the Summative Evaluation developed by the Mentor Teacher.

## Classroom and Coursework

- Maintain the responsibilities of student teaching coursework, including participation in discussion as appropriate.

- Upload all coursework assessments to the appropriate drop box in the ANGEL classroom. In addition, upload specific assessments to TaskStream as directed.

#### TaskStream

- Finalize organization of the e-Portfolio you have been developing throughout the program.

# Mentor Teacher

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## Overview

The Mentor Teacher is the cooperating teacher in whose classroom the Teacher Candidate is completing the student teaching experience. The Mentor Teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the Mentor Teacher 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 professional license with proper endorsement for the teaching assignment
- Master's degree
- A minimum of three years teaching experience
- Full recommendation of DoDDS and the building principal to serve as a Mentor Teacher
- Desire and ability to work cooperatively with Teacher Candidates
- Skilled in classroom management techniques
- Demonstrated expertise in subject knowledge and instructional strategies
- Willingness to support Teacher Candidate with the four (4) required video lesson Evaluations to be completed throughout the Teacher Candidates sixteen (16) week student teaching experience and submit to the Teacher Candidate's University Supervisor for review and collaborative scoring

## Responsibilities

The primary responsibility of the Mentor 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 Mentor Teacher to involve the Teacher Candidate in his/her school and class:

- Assume responsibility for direct supervision, oversight, and support to the Teacher Candidate while on site executing the Student Teaching Action Plan.
- Become acquainted with the Teacher Candidate prior to the start of the Student Teaching experience. At this time inform and discuss with the Teacher Candidate the roles, duties, and responsibilities expected as well as any pertinent information about school policies or procedures.
- Become familiar with this Manual and submit all required paperwork (copy of your teaching certificate, completed Cooperating Teacher Agreement, completed Disability Verification Form, (Special Education students only) to the Teacher Candidate's Field Experience Specialist.
- Model effective lesson planning and delivery as well as behavior management for the Teacher Candidate.
- Assist the Teacher Candidate in implementing efficient daily routines and procedures. Encourage the Teacher Candidate to create and maintain a functional classroom management plan.
- Continually review and provide constructive feedback of the Teacher Candidate's lesson plans and performance, utilizing professional, oral, and written expression.

- Set and communicate standards for the daily lesson plans the Teacher Candidate is expected to develop. Provide Teacher Candidate with an overview of long-range plans for the classroom, sample of lesson plans, and framework for review prior to implementation.
- Explain the standards of student grading to the Teacher Candidate.
- Expect the Teacher candidate to attend professional meetings, such as staff meetings, PTA meetings, and other school meetings.
- Complete (4) \*collaborative observations (MentorTeacher observes same lesson being videoed then, submitted to GCU Supervisor) for review and collaborative scoring.
- Discuss the results of the observation with the Teacher Candidate immediately following the observed lesson (help Teacher Candidate provide Evaluation Instrument scores and Teacher Candidate's Evaluation video to GCU Supervisor within 3 days) and provide Teacher Candidate with a copy of the signed Evaluation.
- Confer regularly with the Teacher Candidate concerning his or her performance and progress. Maintain and document close contact with the Teacher Candidate on a daily/weekly basis. Maintain student teaching records and documents for the purpose of evaluating the Teacher Candidate.
- Develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.
- Assist the Teacher Candidate in building a needs-specific Student Teaching Action Plan for the full 16 weeks of student teaching.
- Maintain communication with the GCU Supervisor regarding the Teacher Candidate's progress using telephone, teleconferences, fax, and/or email.
- Provide on-site opportunities for the Teacher Candidate to observe, practice, and lead when and where possible, in accordance with the Student Teaching Action Plan.
- Participate in a virtual meeting with the Teacher Candidate and the GCU Supervisor during the first two weeks of student teaching to review the Student Teaching Action Plan and discuss the process for implementation.
- Develop a Formative Evaluation of the Teacher Candidate and provide a copy of that evaluation to both the Teacher Candidate and the GCU Supervisor during the phone conference.
- Participate in a phone conference with the Teacher Candidate and the GCU Supervisor during the last week of the first session to debrief on the success of the first 8 weeks of the Student Teaching Action Plan and to discuss the revision/implementation of the Student Teaching Action Plan for the second 8 weeks.
- Develop a Summative Evaluation of the Teacher Candidate and complete it prior to the virtual meeting with the Teacher Candidate and the GCU Supervisor.
- Participate in a virtual meeting with the Teacher Candidate and the GCU Supervisor during the last week of the second session to review the Summative Evaluation.

### Collaborative Observation Process

The Collaborative Observation is a process between the GCU Supervisor and Mentor 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 Supervisor and Mentor Teacher must both have a copy of the GCU Evaluation Instrument and associated performance rubric.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate 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 by the Mentor Teacher (scores, notations and Teacher Candidate's video to be sent to GCU Supervisor within 3 days).
- Step 3: The GCU Supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidates TaskStream portfolio. GCU Supervisor will provide the collaborative score, along with any comments or concerns regarding each observation video, to the Mentor Teacher and Teacher Candidate.

### Tips for Welcoming Teacher Candidate

- Familiarize them with district administration, services, resources, community make up. Geography, schools, population, etc.
- Acquaint them with the building, lounge, restrooms, supplies, copy machine, resource rooms, parking, library, etc.
- Introduce them to staff individually and officially at staff meetings.
- Make them a home in the classroom with a safe place for belongings, table and chair, books, plans, rules, materials, seating chart, introduction to students, a schedule, etc.
- Explain and show classroom routines and procedures such as: Fire drill, entry or dismissal, getting paper, pencils, books, and other supplies attendance, grading, discipline plan, money collection, supervisory duties, room maintenance, passes, etc.
- Have them observe, learn names, develop a chart of student personality traits and talents, assist with routines, assist with teacher's lessons, create an introductory letter to send to parents.
- Begin to work with a group, a class, or a subject at a time, teaching lessons planned together.
- Add classes, subjects, or groups gradually, until the student teacher has the whole responsibility for teaching and lesson planning.

# GCU Supervisor

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## Overview

The GCU Supervisor is the local GCU adjunct faculty member who has oversight responsibility for the development, implementation, and evaluation of the Teacher Candidate and the Student Teaching Action Plan. The GCU Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Mentor Teacher, the Teacher Candidate, the Faculty Instructor, and the Program Chair to ensure that the quality, integrity, and outcomes of the student teaching experience meet the University's standards. The University Supervisor will relay issues to the Office of Field Experience.

## Qualifications

- Master's Degree or Doctoral Degree in;
- A valid teacher certification or license;
- Minimum of 3-5 years of classroom experience.

## Responsibilities

- Establish and maintain a professional working relationship with the cooperating school and/or district.
- Certify attendance and placement of the Teacher Candidate in an appropriate placement.
- Complete (4) formal Collaborative Observations in conjunction with Mentor Teacher utilizing Grand Canyon University's Collaborative Evaluation Instrument to be submitted to TaskStream. Refer to the Suggested Student Teaching Schedule above.
- Maintain effective communication with the Mentor Teacher and Office of Field Experience.
- 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 student teaching experience.
- Keep adequate records on the Teacher Candidate.
- Provide knowledge about evaluation procedures. Write an optional reference or a detailed performance review for the Teacher Candidate.
- Collect and return copies of the evaluations, written documentation, and the final grade to the Office of Field Experience by the last week (week 16) of the student teaching assignment.
- Create and maintain a professional, friendly relationship with the Teacher Candidate and the Mentor Teacher.

## Collaborative Observation Process

The Collaborative Observation is a process between the GCU Supervisor and Mentor 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 Supervisor and Mentor Teacher must both have a copy of the GCU Evaluation Instrument and associated performance rubric.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate 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 by the Mentor Teacher (scores, notations and Teacher Candidate's video to be sent to GCU Supervisor within 3 days).
- Step 3: The GCU Supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidates TaskStream portfolio. GCU Supervisor will provide the collaborative score, along with any comments or concerns regarding each observation video, to the Mentor Teacher and Teacher Candidate.

### TaskStream

The GCU Supervisor will utilize TaskStream to submit the evaluations of the Teacher Candidate's performance. TaskStream is package of tools that allows the user to create an electronic portfolio used to showcase learning achievements for presentation and assessment purposes. In creating an electronic portfolio, users can upload files, pictures, video, and links to other websites. The electronic portfolio can be shared with others and published to the Web. It is used by Grand Canyon University to assess student learning in all College of Education programs. All learners must have an account in TaskStream that has been customized to meet the requirements of a particular program.

# Mentor

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## Overview

In those instances where the Teacher Candidate has more than 3 years of classroom teaching experience and is currently serving in a contracted teaching position, it is not necessary to secure a Mentor 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 student teaching 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 professional license with proper endorsement for the teaching assignment
- Master's degree
- A minimum of three years teaching experience
- Full recommendation of the building principal to serve as a Mentor
- 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:

- Assume responsibility for collaboration and support to the Teacher Candidate while on site executing the Student Teaching Action Plan.
- Mentors are responsible for guidance and in collaboration with the GCU Supervisor completing two (2) collaborative observations throughout the placement.
- Confer regularly with the Teacher Candidate concerning his or her performance and progress.
- Develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.

## Collaborative Observation Process

The Collaborative Observation is a process between the GCU 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 Supervisor and Mentor must both have a copy of the GCU Evaluation Instrument and associated performance rubric.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate 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 Candidates observation between the Mentor and GCU Supervisor. Both observers will culminate their responses using the performance rubric to complete the scores on the Evaluation Instrument.
- Step 3: The GCU Supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidates TaskStream portfolio.

# Supervision, Evaluation, and Performance-based Assessment

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## Overview

The Teacher Candidate should be kept informed of progress through formal and informal evaluative feedback from the Mentor Teacher and GCU Supervisor. The Mentor Teacher is the primary source of continuous daily mentoring, supervision, and weekly substantive conferences. Every effort must be made to ensure that goals, guidelines for improvement, and suggestions are clearly communicated in a positive manner and comprehended by the Teacher Candidate.

For both teachers and students, assessment is the most appropriate way to comprehend what the learner actually knows. Teacher Candidates are required to pass rigorous assessments to guarantee that they are prepared to teach in their own classrooms. Assessment is conducted throughout the learners' curriculum, but possibly the student teaching experience provides the best insight into the methods and pedagogy learned during their education at Grand Canyon University. The student teaching experience also provides an incomparable opportunity for teacher candidates to apply their academic concepts in an authentic setting while consistently striving for personal and educational improvement. The purpose of assessment during student teaching is to ensure that all state and federal standards are met and the student is ready for certification.

The Pre-Professional Educator Collaborative Evaluation Instruments are included as Appendix A and B of this Manual as well as accessible via the GCU College of Education website located at <http://my.gcu.edu/Academics/Colleges/Education>.

## Observation & Conferencing Tips

- Be specific and objective as possible when providing feedback from the Observation Instrument and learner videos
- Clearly define one or two purposes for each observation (e.g., pacing of lesson and follow-through, student engagement, positive reinforcement, etc.).
- Use the following criteria to limit the number of concerns addressed in each conference with the Teacher Candidate:
  - Impact the Teacher candidate's physical/emotional well being
  - Impact on class (motivation, unity, general rapport)
  - Impact on the classroom students' learning
  - Your perception of the Teacher Candidate's ability to change his/her behavior
- Ask questions that encourage reflection and assist in assessing the strengths and weaknesses in the Teacher Candidate's planning and delivery of lessons.
- Avoid asking the Teacher Candidate to respond globally to overall effectiveness of lessons. Judging "goodness/badness" and a general question, "How do you think the lesson went?" are counterproductive. Analysis should be in terms of specific objectives, strategies, and/or techniques
- During the early weeks of the assignment, emphasize "growth not perfection." Compare the

- Teacher Candidate with other novice teachers and give supportive feedback frequently.
- Use self-disclosure to give examples of your own funny unsuccessful experiences.
  - When a Teacher Candidate identifies a concern, assist in clearly defining the concern and encourage the Teacher Candidate to reconcile the matter.
  - Recognize classroom students' responses as indicators of Teacher Candidate effectiveness. Use comments such as: students appear bored, are restless, are engaged and/or actively involved, to assist Teacher Candidates in self-evaluation.
  - Substantiate feedback with specific data and utilize many examples to clarify as much as possible.
  - Look for patterns in teaching behavior. Critical judgment should be followed with specific suggestions for improvement and strategies for analyzing the effect of changed behavior. The major function of supervision is to upgrade teacher effectiveness.
  - Emphasize the continuing aspect of self-evaluation by relating present remarks to past observations and providing a foundation for future observations.
  - Conferences should end on a positive note with a summary of current strengths and a plan of action for areas of improvement.

### Formative Assessment

Throughout the student teaching experience, the Mentor Teacher will conduct formal and informal supervisory conferences with the Teacher Candidate. The Faculty Instructor will also expect weekly contact via the ANGEL classroom to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions. It will be important that the Teacher Candidate stays in close contact with the Mentor Teacher to ensure successful progress. During meetings, the Teacher Candidate's performance, progress, and goals will be reviewed, including recommendations for improvement. Typically, the Teacher Candidates will be formally evaluated midway through the student teaching and again at the end. In the case of this program, the Teacher Candidate should be evaluated at the midpoint and end of each of the two student teaching sessions. The GCU Supervisor and Mentor Teacher will evaluate the Teacher Candidate collaboratively for the purpose of enhancing skills, offering constructive feedback, and developing future goals. It will be important that the Teacher Candidates freely express perceptions and feelings regarding the assessment so that their perceptions can be validated.

### Summative Evaluation

As part of the closure activities, GCU Supervisor and Mentor Teacher will complete summative evaluations with Teacher Candidate. This final evaluation process will formally appraise the Teacher Candidate's efforts and professional growth using measurable, objective, and observable data based on standards developed for their professional discipline. It will be important that the Teacher Candidate respond to the evaluation by asking questions and obtaining clarification of its contents. Ideally, supervisors will demonstrate strong advocacy for Teacher Candidates as professionals, given the significant investment they have made in the Teacher Candidate's development. Teacher Candidates will also be invited to evaluate supervisors. An honest, frank assessment and interpretation of the Teacher Candidate's experience will be most valuable to the continued success and development of the student teaching course. Teacher Candidates may ask supervisors to serve as professional references.

### Summary Conference

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

- Review and analysis of Teacher Candidate's Mid-Term and Final Evaluations
- Review and analysis of the Teacher Candidate's documented work using student teaching forms
- Review and analysis of videotaped activities (if appropriate)
- Review and analysis of the E-Portfolio
- Review and analysis of the Student Teaching Action Plan and accomplishments
- Review and analysis of the Student Teaching Activity Log Summary
- Review and analysis of the résumé
- Discussion of strengths and areas of improvement for the Teacher Candidate
- Discussion of future plans for employment

### Grading

In order to earn a final grade for student teaching, Teacher Candidates 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 Faculty Instructor will submit a course grade. A short visit (or virtual visit) with the Teacher Candidate to verify successful course completion is strongly suggested. The Faculty Instructor will use the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine the Teacher Candidate's final grade.

Teacher Candidates will receive final letter grades reflective of their work throughout the student teaching. Letter grades of A, B, or C indicate successful performance during the student teaching. Letter grades of D and F are not accepted as passing grades for the student teaching experience. The Mentor Teacher collaborates with the GCU Supervisor in determining the level of performance. The GCU Supervisor will confirm the final grade for the Teacher Candidate. Final grades are described as follows:

- Grade of "A" – Denotes a Teacher Candidate who received a preponderance of "4" or "5" ratings across the student teaching evaluations. Teacher Candidates must have some "5" ratings on each assignment. The Teacher Candidate fulfilled all student teaching requirements and performed responsibilities at superior or effective levels and functioned consistently above expectations with minimal supervision.
- Grade of "B" – Denotes a Teacher Candidate who received a preponderance of "4" ratings with some "3" ratings across the student teaching evaluations. The Teacher Candidate fulfilled all student teaching requirements and performed responsibilities at effective or satisfactory levels consistent with expectations with minimal supervision
- Grade of "C" – Denotes a Teacher Candidates who received a preponderance of "3" ratings with some "2" ratings across the student teaching evaluations. The Teacher Candidate fulfilled all student teaching requirements and performed responsibilities at satisfactory levels consistent with expectations but needed assistance to successful complete expectations with direct supervision required to improve performance.

- Grade of “D” – Denotes a Teacher Candidate who received a preponderance of “1” or “2” ratings across the student teaching evaluations. A grade of “D” indicates failure of student teaching. The Teacher Candidate did not fulfill all student teaching requirements, required constant supervision, and consistently performed responsibilities below expectations.
- Grade of “F” – Denotes a Teacher Candidate who received a preponderance of “1” ratings with some “2” ratings across the student teaching evaluations. A grade of “F” also indicates failure of student teaching. With consistent assistance, the Teacher Candidate was unable to fulfill student teaching requirements and performed intern responsibilities below expectations.

The Teacher Candidate’s final semester grade will be calculated by weighting the Teacher Candidate evaluation scores submitted to TaskStream along as well as individual classroom assignments and the final Teacher Work Sample submitted by the student to Angel. Teacher Candidates will receive a separate grade for Session A and Session B of their Student Teaching Course. Teacher Candidates who receive a failing grade may petition the College of Education to reapply for student teaching or choose to complete a degree without certification or institutional recommendation (IR).

#### Supervision of Marginal Student Teachers

A Teacher Candidate is considered “marginal” if performing unsatisfactorily in one or more of the student teaching duties or assignments. The general procedure to follow when supervising a marginal student is listed below:

- Efforts should be made to identify the marginal Teacher Candidate by the fourth week of the first session.
- At first indication of failure by the Teacher Candidate to meet requirements or responsibilities, the GCU Supervisor and Mentor Teacher should confer to discuss the situation with the Teacher Candidate.
- A three-way conference involving the Teacher Candidate, the GCU Supervisor, and the Mentor Teacher will occur to review the situation and develop a corrective plan of action as outlined in the section below entitled Teacher Candidate Corrective Plan of Action.
- The corrective plan will identify specific areas of weakness and associated corrective actions to be taken by the Teacher Candidate. Together, a specific time-line with due dates will be agreed upon. The Teacher Candidate’s corrective plan of action will be placed on file with the GCU Supervisor and the Office of Field Experience.
- Corrective action will be supervised by the GCU Supervisor and the Mentor Teacher with frequent observations and written evaluations of the Teacher Candidate’s progress or lack thereof being documented.
- Other professionals in the field may be asked to observe and offer suggestions or methods to assist the Teacher Candidate in demonstrating improved performance.
- After a reasonable period of time, a second conference will be held to evaluate progress and review completion of corrective actions contained in the plan.
- If significant progress has occurred, the Teacher Candidate may be able to continue with the student teaching assignment without further remediation.
- If there has been insufficient improvement within the remediation period, a conference will be scheduled to determine one of the following: (1) continue corrective action with new, specific timelines; (2) advisement to withdraw from the student teaching; (3) termination

with a grade below “C”, resulting in the learner no longer being a candidate for a degree from the College of Education.

- In a situation where the Teacher Candidate has been advised to withdraw from student teaching or has been terminated from student teaching, and wishes to be readmitted to repeat student teaching, an appeal must be filed with the Dean of the College of Education and will be addressed on an individual basis.

# Teacher Candidate Corrective Plan of Action

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## Addressing Challenges, Determining a Appropriate Course of Action, Developing a Plan to Succeed

During the student teaching process, challenges are likely to occur. If challenges occur wherein the learner is not making sufficient progress, it is important to have a process in place to respond as needed. The six step process below can be initiated by the Teacher Candidate, the GCU Supervisor, or the Mentor Teacher. The goal of this process is to be responsive to any type of challenge that might in fact impede the successful completion of the process.

In all instances the interests of the Teacher Candidate, the University, the placement site and the students they serve will be accommodated by:

- Involving the Teacher Candidate in the process;
- Ensuring the entire process is well documented by using the Teacher Candidate Corrective Plan of Action form in Appendix C of this Teacher Candidate Manual;
- Showing evidence of proceeding in a timely manner;
- Providing adequate communication to all parties involved; and
- Retaining all documentation.

### Step 1- Identify the Problem in Writing

The first step in the process is to identify the challenge or weakness in writing. For example, a Mentor Teacher may recognize that the Teacher Candidate is making insufficient progress in one or more key areas as noted on the Pre-Professional Educator Collaborative Evaluation Instrument and his or her lack of progress has resulted in some concerns for future success. In identifying these challenges, it is important that whoever is initiating the process take the time to directly identify in writing the specific issue that the learner will need to address. At this point in the process, the greater the level of specificity, the more focused the plan will be.

### Step 2 - Teacher Candidate Reflects

The second step in the process involves the Teacher Candidate taking the time to reflect in writing on his or her challenges. If the challenges are brought forward by the GCU Supervisor or Mentor Teacher, the learner can use this reflection process as an opportunity to seek clarification and/or respond to the issues that have been brought forth. If the Teacher Candidate brings forth the issue, the reflection process can be used to think about potential causes and resolution opportunities.

Consider the following:

- What are the Teacher Candidate's strengths?
- What are the primary concerns and/or issues to be addressed?
- What options and resources are available to address individual concerns keeping in mind the following:
  - Is University intervention needed or warranted?
  - Would weekly teleconferences be beneficial?

- What is the best method for communicating progress and providing feedback collaboratively on a regular basis?

### Step 3 – Develop the Teacher Candidate Corrective Plan of Action.

In executing step 3, a meeting must be held with the GCU Supervisor, the Mentor Teacher, and the Teacher Candidate. At the meeting, the specific student teaching challenges will be addressed and the Candidate's reflection will be shared. At that time, a corrective plan of action will be developed and put into writing by using the Teacher Candidate Corrective Plan of Action form in Appendix C of this Teacher Candidate Manual. Within this process, it is preferred that the Teacher Candidate establish the features of the plan. The GCU Supervisor and Mentor Teacher may offer suggestions but ultimately it is the goal of this process for the Teacher Candidate to deal with these issues directly and be responsible for his or her own development. If the Teacher Candidate is not able to do this work effectively, the GCU Supervisor and/or the Mentor Teacher may have to take the lead in authoring the plan and its deadlines and features. The plan should include specific action steps that the Teacher Candidate will take that can be reported on at a later date. The best plan is specific and includes features that can be clearly documented and which are time-bound.

The Plan should include, but are not limited to, the following components:

- Teacher Candidates strengths
- Competency areas that need to be addressed
- Specific outcomes desired including a description of the level of performance necessary to demonstrate proficiency
- An implementation strategy and timeline for each competency area being addressed
- A listing of support services and resources that may be available to Teacher Candidate
- Potential consequences for not completing the Plan adequately
- Dated signatures from Teacher Candidate, GCU Supervisor, and Mentor Teacher acknowledging administration and understanding of the Plan.

### Step 4 - Sign Off on the Corrective Plan of Action

In order to complete step 4 of this process, the team has to agree on the plan. While the Teacher Candidate is integral to this process, ultimately the GCU Supervisor has the final say on the sign off of this plan. It will be the goal of the GCU Supervisor to secure the support of both the Mentor Teacher and the Teacher Candidate in finalizing both the plan itself and the deadlines associated with its execution. Obviously, the deadlines for execution must be done with consideration for the timelines for the field placement itself.

### Step 5 – Provide Continuous Feedback on Plan Execution

It will be the Teacher Candidate's responsibility to follow the intervention plan as identified by the team and to meet all the necessary deadlines and reporting-out features required. The level of attention this will require is driven to a great extent by the severity of the challenge the Teacher Candidate is facing. Some intervention plans will obviously be quite simple and easily completed while others may involve a multistep process with several reporting out features required en route to meeting the challenges identified.

Weekly written and oral feedback must be provided to the Teacher Candidate regarding the Candidate's progress toward meeting the expectations set forth in success plan. The Office of Field Experience may arrange for additional evaluations by qualified individuals such as the site Principal or University Faculty.

The GCU Supervisor and Mentor Teacher will document all interactions during the corrective plan process.

### Step 6 - Sign Off on Completion of the Corrective Plan

The final step of the process will come when the Teacher Candidate has completed the components of his or her plan to the satisfaction of the GCU Supervisor and Mentor Teacher. Once again, the GCU Supervisor has final authority on whether or not the corrective plan is completed. It will be the goal of this process, however, that the entire team including the Teacher Candidate will agree in the end that the challenge that was addressed was in fact directly dealt with and all the aspects of corrective plan were executed to the satisfaction of the entire team. This formal sign off should be indicated by signature of all three parties to the Plan using the Teacher Candidate Corrective Plan of Action form in Appendix C of this Teacher Candidate Manual.

Possible outcomes may include the following:

- The Teacher Candidate may show adequate progression in the competency areas addressed and successfully complete the student teaching experience.
- The Teacher Candidate may show significant progression in some of the competency areas addressed but not all. In this case, the Director of Field Experience or the Deans of the College of Education may choose to either extend the number of weeks of the student teaching experience in the same setting or may determine that an additional student teaching experience in a different setting is warranted. If the student teaching experience is extended beyond the end of the semester, an incomplete grade will be assigned until the additional weeks have been completed at which time a grade will be determined. If it is determined that an additional student teaching experience in a different setting is warranted, the Manager of Field Experience, the Executive Director of Operations, or the Dean of the College of Education may determine additional coursework, tutoring, or other action may be required of the Teacher Candidate prior to placing them in a new setting.
- The Teacher Candidate may decide to withdraw from student teaching.
- The Teacher Candidate's rate of progress may remain unsatisfactory. Under these circumstances, the student teaching assignment will be discontinued. The decision to terminate the placement will be made based on input from and discussions with the

Mentor Teacher, GCU Supervisor, Field Experience Specialist and/or Manager of Field Experience, and site Principal. When a decision is made to discontinue the placement, Manager of Field Experience or the Executive Director of Operations, and GCU Supervisor will make arrangements for a conference with the Teacher Candidate. This conference will be arranged with consideration for the needs and concerns of the Teacher Candidate with the goal of providing options available to the Teacher Candidate moving forward.

- Should the Teacher Candidate decide to withdraw or if he or she has been terminated from the student teaching experience, re-registration for a new student teaching assignment *may* be an option. Pursuant to any student teaching reassignment, the the Executive Director of Operations or the Dean of the College of Education may determine that additional coursework, tutoring, or other action may be required of the Teacher Candidate in order to increase their potential for success in the future.

Copies of the twice-signed plan should be provided to the Teacher Candidate, the GCU Supervisor, and the Mentor Teacher, as well as to the Office of Field Experience where it will be kept in the Teacher Candidate's student teaching file.

## Practicum/Field Experience Requirements

Learners are encouraged to use the following list of courses to determine the practicum/field experience requirements for the courses in their program of study. They are alphabetical by course prefix and not organized by particular program of study because of the overlap of the educational core courses between programs of study. The list also does not include all courses in a program of study as not all courses require practicum/field experience.

It is understood that learners completing their practicum/field experiences overseas may not have access to Title 1 schools as may be required by the experience. In those cases, learners are encouraged to apprise their faculty instructor of the situation and to make the best of the educational setting available to them to complete the components of the required experience.

3-credit N and 4-credit Courses					
Course Number	Program of Study (Includes all content areas)	Course Title	Practicum Hours	Benchmark Assessment Assignment	Practicum Setting (Required)
ECH 125 (4cr)	8	Foundations of Early Childhood	20	Developing a Personal Learning Philosophy	In conjunction with a field/practicum experience that permits the observation of early childhood practitioners in a Title 1 school and a Pre-school, learners examine a variety of early childhood learning theories and articulate their own philosophy of early childhood education.
ECH 135 (4cr)	8	Child Guidance, Management, and the Environment	20	Everything in Its Place: Designing and Managing the Early Childhood Classroom	In their practicum/field experiences in a Title 1 school with grades K-3 and in a Birth-PK classroom, learners will evaluate the classroom environment of their mentor teachers, before creating their own plan that includes the classroom's physical arrangement, organization of materials and resources, guidelines for behavior, and developmentally appropriate management techniques and routines.
ECH 225 (4cr)	8	Introduction to the Exceptional Learner	20	Instructional and Behavioral Support of Students in an Early Childhood Classroom	Resulting from their K-3 and Title 1 practicum/field experiences, learners will identify, analyze, and critique these techniques in light of the necessary progress to be made for all students, including progress toward IEP goals for the student with a disability, as well as in light of current

					research.
ECH 235 (4cr)	8	Child Growth and Development: Health, Safety, Nutrition, and Fitness	20	Wellness Week in a First Grade Classroom	While their practicum/field experiences take learners to both Birth-PK and K-3 (Title 1) learning environments, the Benchmark Assessment focuses on a first grade classroom. In it, learners create a curriculum unit and parent event centered on health, safety, nutrition, and fitness content areas and the early childhood standards related to them.
ECH 335 (4cr)	8	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	20	Let's Plan a Lesson! Planning for the Early Childhood Experience	In conjunction with a practicum/field experience that permits the observation of early childhood practitioners in a Title 1 (K-3) school and a Birth-PK classroom, and using national content and NAEYC standards, learners will design and teach a content area lesson.
ECH 520 (4cr)	9	Foundations of Early Childhood	20	Developing a Personal Learning Philosophy	In conjunction with a field/practicum experience that permits the observation of early childhood practitioners in a Title 1 school and a Pre-school, learners examine a variety of early childhood learning theories and articulate their own philosophy of early childhood education.
ECH 525 (4cr)	9	Child Guidance, Management, and the Environment	20	Everything in Its Place: Designing and Managing the Early Childhood Classroom	In their practicum/field experiences in a Title 1 school with grades K-3 and in a Birth-PK classroom, learners will evaluate the classroom environment of their mentor teachers, before creating their own plan that includes the classroom's physical arrangement, organization of materials and resources, guidelines for behavior, and developmentally appropriate management techniques and routines.
ECH 530 (4cr)	9	Introduction to the Exceptional Learner	20	Instructional and Behavioral Support of Students in an Early Childhood Classroom	Resulting from their K-3 and Title 1 practicum/field experiences, learners will identify, analyze, and critique these techniques in light of the necessary progress to be made for all students, including

					progress toward IEP goals for the student with a disability, as well as in light of current research.
ECH 535 (4cr)	9	Child Growth and Development: Health, Safety, Nutrition, and Fitness	20	Wellness Week in a First Grade Classroom	While their practicum/field experiences take learners to both Birth-PK and K-3 (Title 1) learning environments, the Benchmark Assessment focuses on a first grade classroom. In it, learners create a curriculum unit and parent event centered on health, safety, nutrition, and fitness content areas and the early childhood standards related to them.
ECH 640 (4cr)	9	Instructional Teaching Methodologies: Language, Math, Science, Social Studies, and the Arts	20	Let's Plan a Lesson! Planning for the Early Childhood Experience	In conjunction with a practicum/field experience that permits the observation of early childhood practitioners in a Title 1 (K-3) school and a Birth-PK classroom, and using national content and NAEYC standards, learners will design and teach a content area lesson.
EDU 460N (3cr)	1, 2, 3	Dynamics of Data-Driven Pedagogy	15	A Tale of Excellence in Assessment	Observe, interview, and implement a curriculum unit in a (15 hours) K-8 Classrooms (Elem & SP Ed) or 9-12 Classrooms (Secondary Ed) depending on your program of study.
EED 323N (3cr)	1, 3	Curriculum and Methods: Science	15	Sensational Science: Best Practices in Lesson Planning	Observe and interview three (15 hours total) science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school.
EED 364 (4cr)	1, 3	Curriculum, Assessment, and Methods: Science and Mathematics	20	Integrating Science and Mathematics	Observe and interview two (20 hours total) math and/or science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school.
EED 403N (3cr)	1, 3	Curriculum and Methods: Mathematics	15	Making Math Concepts Count: Best Practices in Lesson Planning	Observe and interview three (15 hours total) math 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school.

EED 443N (3cr)	1, 3	Curriculum and Methods: Literacy: Reading/ Language Arts GR K-3	20	READ: Reading Evaluation through Analyzing Data	Observe and interview a (20 hours total) K-3 classroom. Administer a pre-test, based on the results create and implement lesson plans to address the four areas of literacy, and administer a post-test to determine if learning improved.
EED 463N (3cr)	1, 3	Curriculum and Methods: Social Studies	15	Charting the Course: Social Studies WebQuest	Observe and interview three (15 hours total) 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school.
EED 465 (4cr)	1,2	Curriculum, Assessment, and Methods Social Studies	20	Charting the Course: Social Studies WebQuest	Observe and interview three (15 hours total) social studies 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school.
EED 470 (4cr)	1, 3	Curriculum, Assessment, and Methods: Literacy and Language Arts K-3	20	READ: Reading Evaluation through Analyzing Data	Observe, interview, and instruct a (20 hours total) K-3 classroom paying attention to: observations only; look for differentiation techniques for ELL's and special needs students, phonemic awareness and phonics, word study and fluency, vocabulary development, and comprehension. A pre and post test will be administered to one student.
EED 473N (3cr)	1, 3	Curriculum and Methods: Literacy: Reading/ Language Arts GR 4-8	30	Language Arts Unit Plan	Observe and interview three (9 hours total) 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. Create and instruct a (6 hours total) mini-lesson (15-30 minutes) to address each of the following areas related to literacy development: (a) Monday: Oral language and Vocabulary (b) Tuesday: Phonics, word patterns, and word analysis (c) Wednesday: Fluency (d) Thursday: Reading Comprehension (e) Friday: Writing Create and implement a week long lesson plan. ** Difference in total hours is made up in the completion of this assignment.

EED 475 (4cr)	1, 3	Curriculum, Assessment, and Methods: Literacy and Language Arts 4- 8	20	Language Arts Unit Plan	Observe three (9 hours total) 4-8 classroom within two different grade levels and one placement must be in a Title 1 school. Create and instruct a (6 hours total) mini-lesson (15- 30 minutes) to address each of the following areas related to literacy development: (a) Monday: Oral language and Vocabulary (b) Tuesday: Phonics, word patterns, and word analysis (c) Wednesday: Fluency (d) Thursday: Reading Comprehension (e) Friday: Writing ** Difference in total hours is made up in the completion of this assignment.
EED 510 (4cr)	4	Curriculum, Assessment, and Methods: Science and Mathematics	20	Integrating Science and Mathematics	Observe and interview two (20 hours total) 4-8 math and science classrooms within two different grade levels and one placement must be in a Title 1 school.
EED 525 (4cr)	4	Curriculum, Assessment, and Methods: Literacy	15	Language Arts Unit Plan	Observe and interview three (9 hours total) reading 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. ** Difference in total hours is made up in the completion of this assignment.
EED 544 (4cr)	4	Prescriptive Reading: Theory and Practicum	20	READ- Reading Evaluation through Analyzing Data	Observe and interview a (20 hours total) K-3 classroom. Administer the Bader literacy assessment to one student.
EED 570 (4cr)	4	Curriculum, Assessment, and Methods: Social Studies	20	Charting the Course: Social Studies WebQuest	Observe and interview three (15 hours total) social studies 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school. ** Difference in total hours is made up in the completion of this assignment.
ESL 223N (3cr)	1, 2, 3	SEI English Language Teaching: Foundations and Methodologies	10	Lesson Planning with SIOP: A Theoretical Base	Observe, interview, and instruct two (10 hours total) classrooms that service ELL students and one placement must be in a Title 1 school.
ESL 423N (3cr)	1, 2, 3	SEI English Language Teaching: Foundations and Methodologies	10	Lesson Planning with SIOP: A Theoretical Base	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.

ESL 433N (3cr)	1, 2, 3	Advanced Methodologies of Structured English Instruction	15	Lesson Planning in SIOP: From Theory to Practice	Observe and interview a (15 hours total) classroom with an SEI-endorsed instructor in K-3 or 4-8 (Elem & SP Ed) in a Title 1 school. Spend 2 hours in one-on-one tutoring with an ELL reader. Implement, assess, and reflect on a SIOP lesson.
ESL 523N (3cr)	4, 5, 6	SEI English Language Teaching: Foundations and Methodologies	10	Lesson Planning with SIOP: A Theoretical Base	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school. Create and implement a SIOP lesson.
ESL 533N (3cr)	4, 5	Advanced Methodologies of Structured English Instruction	15	Lesson Planning in SIOP: From Theory to Practice	Observe and interview a (15 hours total) classroom with an SEI-endorsed instructor in k-3 or 4-8 (Elem & SP Ed) within two different grade levels and one placement must be in a Title 1 school. Spend 2 hours in one-on-one tutoring with an ELL reader. Implement, assess, and reflect on a SIOP lesson.
SED 420N (3cr)	2	Adolescent Literacy	30	Reading the World and the Word	Observe and interview a (30 hours total) 8-12 classroom paying attention to the literacy traits of students.
SED 435 (4cr)	2	Adolescent Literacy	30	Reading the World and the Word	Observe a (30 hours total) 8-12 classroom. Paying close attention to literacy traits.
SED 442N (3cr)	2	Secondary Methods	15	Effective Pedagogy: Best Practices	Observe and interview three (15 hours) 7-9 classrooms within two different grade levels and one placement must be in a Title 1 school. Design a complete instructional unit, 10 lesson plans, in your subject area. Present and defend the unit to a mentor teacher. After revision driven from the input of a mentor teacher, teach three of the lessons from your unit to a group of students
SED 443N (3cr)	2	Curriculum and Development	15	A UbD Curriculum Unit	Observe and interview a (15 hours total) 10-12 classroom. Develop a ten-day UbD curriculum unit and present to the mentor teacher to receive feedback.
SED 444 (4cr)	2	Secondary Methods and Data-Driven Pedagogy	30	Effective Pedagogy: Best Practices	Observe and interview three (30 hours total) 7-9 classrooms within different grade levels and one placement must be in a Title 1 school. Design a lesson and present to one of the three mentor teachers.

SED 452N (3cr)	2	Reading and Learning Strategies for Middle and Secondary Schools	30	Reading in Content Areas: Effective Strategies	Observe and interview three (30 hours total) 7-9 classrooms within two different grade levels and one placement must be in a Title 1 school.
SED 454 (4cr)	2	Reading and Learning Strategies for Middle and Secondary Schools	30	Reading in Content Areas: Effective Strategies	Observe and interview three (30 hours total) 7-9 Classrooms within different grade levels and one placement must be in a Title 1 school.
SED 455 (4cr)	2	Secondary Curriculum, Development, and Assessment	20	A UbD Curriculum Unit	Observe and interview a (20 hours) 10-12 classroom.
SED 482 (4cr)	2	Methods of Teaching Mathematics in Secondary Schools	15	To Be Determined	Observe and interview three (15 hours total) math 9-12 classrooms within two different grade levels and one placement must be in a Title 1 school.
SED 483 (4cr)	2	Methods of Teaching Science in Secondary Schools	15	To Be Determined	Observe and interview three (15 hours total) science 9-12 classrooms within two different grade levels and one placement must be in a Title 1 school.
SED 485 (4cr)	2	Methods of Teaching Social Studies in Secondary Schools	30	Charting the Course: Social Studies Web Quest	Observe and interview three (30 hours total) social studies 9-12 classrooms within two different grade levels and one placement must be in a Title 1 school.
SED 535 (4cr)	5	Adolescent Literacy	30	Reading the Word and the World	Observe and interview a (30 hours total) 8-12 Classroom. Paying close attention to literacy traits.
SED 541 (4cr)	5	Secondary Theory, Methods, and Data-Driven Pedagogy	15	Effective Pedagogy: Best Practices	Observe and interview three (15 hours total) 10-12 classrooms within two different grade levels and one placement must be in a Title 1 school.
SED 544 (4cr)	5	Secondary Curriculum Development and Assessment	15	Curriculum Decision Making: Understanding by Design	Observe and interview a (15 hours total) 7-9 classroom. Design a complete 10-day UbD curriculum plan, in your subject area. Present and defend the unit to a mentor teacher.
SED 553 (4cr)	5	Reading and Literacy Strategies for Middle and Secondary Schools	30	Reading in Content Areas: Effective Strategies	Observe and interview three (30 hours total) 7-12 classrooms. One classroom must be a 7-9 classroom, another a 10-12 classroom, and at least one must be a Title 1 classroom.

SPE 226 (4cr)	1, 2, 3	Educating the Exceptional Learner	15	Teaching for Exceptionalities	Observe a (15 hours total) classroom for students with disabilities (cross-categorical). The classroom must have at least 3 of the following 5 disabilities represented: mental retardation, emotional disability, learning disability, physical impairments, and health impairment.
SPE 325N (3cr)	1, 2, 3	Educating Learners with Diverse Needs	15	Teaching for Exceptionalities	Observe and interview a (15 hours total) classroom for students with disabilities (cross-categorical). The classroom must have at least 3 of the following 5 disabilities represented: mental retardation, emotional disability, learning disability, physical impairments, and health impairment.
SPE 330 (4cr)	3	Special Education Foundations and Framework	15	My Special Education Philosophy	Observe and interview four (15 hours total) special needs teachers and a principal within two different grade levels and one placement must be in a Title 1 school. Interview the following: (a) Two teachers who have inclusive classrooms (regular education settings serving students who have special needs). (b) Two teachers who have self-contained classrooms (full-time special education settings). (c) At least one principal about their school's philosophy concerning operating inclusive and/or self-contained classrooms.
SPE 351 (4cr)	3	Characteristics of Mental Retardation and Strategies to Teach Individuals with MR	20	Significant Connections for Families of a MR Child	Observe and interview a (20 hours total) classroom comprised of students with mental retardation. Interview a teacher of students with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation.

SPE 352N (3cr)	1, 3	Characteristics of Mental Retardation and Strategies to Teach Individuals with MR	15	Significant Connections for Families of a MR Child	Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation.
SPE 354N (3cr)	3	Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD	15	LD: The Puzzling Paradox	Observe and interview a (15 hours total) classroom comprised of students with learning disabilities. Create, implement, and reflect on a lesson plan targeted towards one student in class.
SPE 356N (3cr)	3	Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD	15	eMOTION	Observe and interview a (15 hours total) in a self-contained setting that serves individuals with emotional disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).
SPE 357 (4cr)	3	Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD	20	eMOTION	Interview and observe a (20 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).

SPE 358 (4cr)	3	Characteristics of Students with Physical and Health Impairments and Strategies to Teach Individuals with PHI	20	Accommodating Physical and Other Health Impairments	Observe and interview three different (20 hours total) classrooms comprised of students with physical and health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/modifications to implement with a student who has a physical or health impairment (you may use three different students if desired). Implement them under the auspices of the mentor teacher.
SPE 359 (4cr)	3	Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD	20	LD: The Puzzling Paradox	Interview and observe a (20 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student.
SPE 371N (3cr)	3	Characteristics of Students with Physical and Health Impairments and Strategies to Teach Individuals with PHI	15	Accommodating Physical and Other Health Impairments	Observe and interview three (15 hours total) classroom comprised of students with physical and health impairments within two different grade levels and one placement must be in a Title 1 school. Let the classroom teacher know you are working to identify and evaluate instructional, behavioral, and social skills accommodations/modifications for students with physical and/or health impairments. Select 3 accommodations/modifications to implement with a student who has a physical or health impairment (you may use 3 different students if desired). Implement them under the auspices of the mentor teacher.

SPE 435N (3cr)	3	Diagnosis and Assessment in Special Education	15	Test the Rest	<p>Spend 15 hours in a classrooms for students with disabilities (cross-categorical) in the practicum experience for this course. Before beginning the assignment, you must first identify students with one or more of the following disabilities: learning disability, emotional disability, physical impairment, health impairment, and/or mental retardation. Identify two students for this assignment:</p> <p>(1) One student in early childhood special education.  (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place.</p> <p>* Note: Obtain parental permission, in writing, that it is permissible for you to observe the student being tested. You must also obtain permission from the parent to observe the writing of the psycho-educational report that will be written from the testing results.</p>
SPE 510 (4cr)	7	Strategies to Teach Individuals With Learning Disabilities	15	LD: The Puzzling Paradox	<p>Interview and observe a (15 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student.</p>

SPE 512 (4cr)	7	Assessment in Special Education for Certified Special Educators	15	Test the Rest	Spend 15 hours in a classrooms for students with disabilities (cross-categorical) in the practicum experience for this course. Before beginning the assignment, you must first identify students with one or more of the following disabilities: learning disability, emotional disability, physical impairment, health impairment, and/or mental retardation. Identify two students for this assignment: (1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. * Note: Obtain parental permission, in writing, that it is permissible for you to observe the student being tested. You must also obtain permission from the parent to observe the writing of the psycho-educational report that will be written from the testing results.
SPE 513 (4cr)	7	Strategies to Teach Individuals With Emotional/Behavioral Disabilities	15	eMotion	Interview and observe a (15 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).
SPE 514 (4cr)	7	Strategies to Teach Individuals With Mental Retardation	15	Significant Connections for Families of a MR Child	Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation.

SPE 525N (3cr)	6	Educating Learners with Diverse Needs	15	Teaching for Exceptionalities	Spend 15 hours in a classrooms for students with disabilities (resource or self-contained) in the practicum experience for this course. Create, implement, and reflect on a lesson plan targeted towards one student in class.
SPE 526 (4cr)	4, 5, 6	Educating Learners with Diverse Needs	15	Teaching for Exceptionalities	Spend 15 hours in a classrooms for students with disabilities (resource or self-contained) in the practicum experience for this course. Create, implement, and reflect on a lesson plan targeted towards one student in class.
SPE 535N (3cr)	6	Diagnosis and Assessment in Special Education	15	Test the Rest	Observe and interview a (15 hours total) classroom for students with disabilities. Identify two students for this assignment: (1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place.
SPE 536 (4cr)	6	Diagnosis and Assessment in Special Education	20	Test the Rest	Observe and interview a (20 hours total) classroom for students with disabilities. Identify two students for this assignment: (1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place.
SPE 539 (4cr)	7	Educational Implications for Students With Physical and Health Impairments	15	Accommodating Physical and Other Health Impairments	Observe and interview three (15 hours total) classroom comprised of students with physical and/or health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/modifications to implement with a student.

SPE 552N (3cr)	6	Characteristics of Mental Retardation and Strategies to Teach Individuals with MR	15	Significant Connections for Families of a MR Child	Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation.
SPE 553 (4cr)	6	Characteristics of Mental Retardation and Strategies to Teach Individuals with MR	20	Significant Connections for Families of a MR Child	Interview a teacher of students with mental retardation. Specifically, focus your interview questions on the impact an individual with mental retardation has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with mental retardation. Attend an IEP meeting and/or conference for a student with mental retardation.
SPE 554N (3cr)	6	Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD	15	LD: the Puzzling Paradox	Interview and observe a (15 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student.
SPE 556N (3cr)	6	Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD	15	eMotion	Interview and observe a (15 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).

SPE 557 (4cr)	6	Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD	20	LD: the Puzzling Paradox	Interview and observe a (20 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student.
SPE 558 (4cr)	6	Characteristics of Emotional/Behavioral Disabilities and Strategies to Teach Individuals with EBD	20	eMotion	Interview and observe a (20 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).
SPE 571N (3cr)	6	Educational Implications for Students with Physical and Health Impairments	15	Accommodating Physical and Other Health Impairments	Observe and interview three (15 hours total) classroom comprised of students with physical and/or health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/ modifications to implement with a student.
SPE 573 (4cr)	6	Educational Implications for Students with Physical and Health Impairments	15	Accommodating Physical and Other Health Impairments	Observe and interview three (15 hours total) classroom comprised of students with physical and/or health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/ modifications to implement with a student.

<b>Program of Study Key</b>
1 BS: ElemEd
2 BS: SecEd
3 BS: ElemEd/SpecEd
4 MEd: ElemEd
5 MEd: SecEd
6 MEd: SpecEd

7 MEd: SpecEd/Cert
8 BS: EarlyChildEd
9 MEd: EarlyChildEd

# Appendix A: Pre-Professional Educator Collaborative Evaluation Instrument: Site Visit # 1

---



Wears appropriate classroom attire/ is well-groomed	N/O	0
<b>Comments/ Recommendations:</b>		
<b>COMMUNICATION</b> APTS 3, 9 INTASC 5, 6	<b>Performance</b>	
	1	2 3 4 5
Uses appropriate voice, vocabulary, and grammar	N/O	0
Maintains positive attitude & relationships	N/O	0
Communicates frequently and effectively	N/O	0
Promotes active and meaningful exchanges	N/O	0
<b>Comments/ Recommendations:</b>		
<b>CHARACTER</b> APTS 4, 6 INTASC 9	<b>Performance</b>	
	1	2 3 4 5
Demonstrates responsibility	N/O	0
Demonstrates integrity/dedication	N/O	0
Demonstrates resourcefulness	N/O	0
Displays sensitivity	N/O	0
<b>Comments/ Recommendations:</b>		
<b>WORK ETHIC</b> APTS 4, 5 INTASC 9, 10	<b>Performance</b>	
	1	2 3 4 5
Exhibits initiative and dedication	N/O	0
Demonstrates punctuality	N/O	0
Knows school/district policies, procedures, regulations and laws	N/O	0
Exhibits accountability (meets deadlines, completes tasks, etc.)	N/O	0
<b>Comments/ Recommendations:</b>		
<b>RESPECT</b> APTS 2 INTASC 2, 9	<b>Performance</b>	
	1	2 3 4 5
Demonstrates self-respect	N/O	0
Shows respect for all colleagues/staff	N/O	0
Models respect for all students	N/O	0
Exhibits respect for property	N/O	0
<b>Comments/ Recommendations:</b>		
Total Score:		

General Comments:	
<b>SIGNATURES</b>	
Teacher Candidate:	Date:
Cooperating Teacher:	
GCU Supervisor:	

# Appendix B: Pre-Professional Educator Collaborative Evaluation Instrument: Site Visit #s 2-4

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### College of Education

Pre-Professional Educator Collaborative Evaluation Instrument  
 Site Visit # 2  Site Visit #3  Site Visit #4

Please complete the following information:

Teacher Candidate (Last, First, M. I.)	GCU Student ID
School Name/District	School Address, inc. City, State, Zip Code
Cooperating Teacher (Last, First)	Grade Level(s) / Subject
GCU Supervisor (Last, First)	Teacher Candidate's Home or Cell Phone
GCU Supervisor's Home or Cell Phone	Teacher Candidate's Email
GCU Supervisor's Email	
Program: B.S. Elementary Education <input type="checkbox"/> M.Ed. Elementary Education <input type="checkbox"/> B.S. Secondary Education <input type="checkbox"/> M.Ed. Secondary Education <input type="checkbox"/> B.S. Elementary Education/Special Ed. <input type="checkbox"/> M.Ed. Special Education <input type="checkbox"/> B.S. Early Childhood Education <input type="checkbox"/> M.Ed. Early Childhood Education <input type="checkbox"/>	

**Directions:** The GCU Supervisor and Mentor Teacher should collaboratively review the teacher candidate's performance in each category prior to meeting with the teacher candidate. Where the teacher candidate meets the competency 80% of the time, the applicable scale should be indicated. **For scores less than 3, the GCU Supervisor will offer suggestions for improvement as indicated in the box below each category.** Enter the total number of points in the Total Score section located at the end of this form.

**GRADING SCALE (Pts)**  
 52 – 55 A      47 – 51 A-  
 42 – 46 B+      37 – 41 B  
 33 – 36 B-  
 Less than 33 – Success Plan Required

**Performance Scale:**  
**1 – Beginning (Novice), 2 – Developing Proficiency (Apprentice), 3 – Proficient (Independent Practitioner), 4 – Highly Proficient (Effective Practitioner), 5 – Skillful (Expert Practitioner)**

**Codes:**  
**O – Observed      N/O – Not Observed**

Presentation	Performance				
	1	2	3	4	5
APTS (Arizona Professional Teaching Standards) 2, 3					
INTASC (Interstate New Teacher Assessment and Support Consortium) 6, 9					
Uses appropriate verbal expressions					N/O
Uses appropriate body language (eye contact, gestures, etc.)					O
Listens responsively					O

Wears appropriate classroom attire/ is well-groomed	N/O	0
Comments:		

*INTASC STANDARDS cross-walked with Arizona Professional Teacher Standards (APTS), Council for Exceptional Children (CEC) standards, and National Association for the Education of Young Children (NAEYC) standards, and Grand Canyon University Program Domains*

<b>INTASC 1: Command of Subject Matter</b> <b>APTS 1, 3, 7</b> <b>CEC 1, 2, 4, 6, 7</b> <b>NAEYC 4, 5</b> <b>GCU Program Domain: Curriculum Management and Administration</b>	<b>Performance</b>				
	1	2	3	4	5
1.1 Demonstrates an understanding of the central concepts of his or her discipline	N/O				0
1.2 Uses explanations and representations that link curriculum to prior learning	N/O				0
1.3 Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery	N/O				0
1.4 Engages students in interpreting ideas from a variety of perspectives	N/O				0
1.5 Uses interdisciplinary approaches to teaching and learning	N/O				0
1.6 Uses methods of inquiry that are central to the discipline	N/O				0
<b>*Instruction is aligned with the identified academic content standard</b>	N/O				0
Comments:					
<b>INTASC 2: Understanding of Development and Learning</b> <b>APTS 1</b> <b>CEC 1, 4, 7</b> <b>NAEYC 1, 4</b> <b>GCU Program Domain: Implementation Strategies and Assessment</b>	<b>Performance</b>				
	1	2	3	4	5
2.1 Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development	N/O				0
2.2 Creates relevance for students by linking with their prior experiences	N/O				0
2.3 Provides opportunities for students to assume responsibility for and be actively engaged in their learning	N/O				0
2.4 Encourages student reflection on prior knowledge and its connection to new information	N/O				0
2.5 Accesses student thinking as a basis for instructional activities through group/individual interaction and written work	N/O				0
Comments:					
<b>INTASC 3: Attention to Student Diversity</b> <b>APTS 3, 9</b> <b>CEC 2, 3, 4, 6, 7, 8, 9</b> <b>NAEYC 2, 4</b> <b>GCU Program Domain: Collaboration/ Professionalism/ Ethics</b>	<b>Performance</b>				
	1	2	3	4	5
3.1 Designs instruction appropriate to students' stages of development, learning styles, strengths, and needs	N/O				0
3.2 Selects approaches that provide opportunities for different performance modes	N/O				0
3.3 Accesses appropriate services or resources to meet exceptional learning needs when needed	N/O				0
3.4 Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes)	N/O				0
3.5 Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and	N/O				0

assignments		
3.6 Creates a learning community that respects individual differences	N/O	0
Comments:		
<hr/>		
<b>INTASC 4: Use of Suitable Instructional Strategies</b> APTS 1, 3, 8 CEC 1, 4, 6, 7 NAEYC 5 GCU Program Domain: Implementation Strategies and Assessment	<b>Performance</b>	
	1	2 3 4 5
4.1 Selects and uses multiple teaching and learning strategies	N/O	0
4.2 Encourages students to assume responsibility for identifying and using learning resources	N/O	0
4.3 Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs	N/O	0
Comments:		
<hr/>		
<b>INTASC 5: Maintenance of a Supportive Learning Environment</b> APTS 2 CEC 3, 5 NAEYC 1, 4 GCU Program Domain: Classroom Management	<b>Performance</b>	
	1	2 3 4 5
5.1 Encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities	N/O	0
5.2 Engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them	N/O	0
5.3 Organizes, allocates, and manages time, space and activities in a way that is conducive to learning	N/O	0
5.4 Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals	N/O	0
5.5 Analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement, and productive work	N/O	0
Comments:		
<hr/>		
<b>INTASC 6: Use of Effective Communication Techniques</b> APTS 3 CEC 4, 6 NAEYC 2, 4 GCU Program Domain: Collaboration/ Professionalism/ Ethics	<b>Performance</b>	
	1	2 3 4 5
6.1 Models effective communication strategies in conveying ideas and information and when asking questions	N/O	0
6.2 Provides support for learner expression in speaking, writing, and other media	N/O	0
6.3 Demonstrates that communication is sensitive to gender and cultural differences	N/O	0
6.4 Uses a variety of media communication tools to enrich learning opportunities	N/O	0
Comments:		
<hr/>		
<b>INTASC 7: Planning of Instruction</b> APTS 7 CEC 1, 2 NAEYC 5	<b>Performance</b>	
	1	2 3 4 5

<b>GCU Program Domain: Implementation Strategies and Assessment</b>			
7.1 Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration	N/O		0
7.2 Develops plans that are appropriate for curriculum goals and are based on effective instruction	N/O		0
7.3 Adjusts plans to respond to unanticipated sources of input and/or student needs	N/O		0
7.4 Develops short and long-range plans	N/O		0
<b>*Lesson plan reflects national and/or state academic content standards</b>	N/O		0
Comments:			
<hr/>			
<b>INTASC 8: Assessment of Learners</b>		<b>Performance</b>	
<b>APTS 4</b>		1 2 3 4 5	
<b>CEC 8</b>			
<b>NAEYC 3</b>			
<b>GCU Program Domain: Implementation Strategies and Assessment</b>			
8.1 Selects, constructs, and uses assessment strategies appropriate to the learning outcomes	N/O		0
8.2 Uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction	N/O		0
8.3 Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning	N/O		0
8.4 Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work	N/O		0
8.5 Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly	N/O		0
8.6 Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students	N/O		0
Comments:			
<hr/>			
<b>INTASC 9: Potential for Growth as a Professional</b>		<b>Performance</b>	
<b>APTS 6</b>		1 2 3 4 5	
<b>CEC 9</b>			
<b>NAEYC 6</b>			
<b>GCU Program Domain: Collaboration/ Professionalism/ Ethics</b>			
9.1 Uses classroom observation, information about students and research as sources for evaluating the outcome of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice	N/O		0
9.2 Uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher	N/O		0
9.3 Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback	N/O		0
Comments:			
<hr/>			
<b>INTASC 10: Involvement Beyond the Classroom</b>		<b>Performance</b>	
<b>APTS 5</b>		1 2 3 4 5	
<b>CEC 7, 10</b>			
<b>NAEYC 2</b>			
<b>GCU Program Domain: Collaboration/ Professionalism/ Ethics</b>			
10.1 Participates in collegial activities designed to make the entire school a productive learning environment	N/O		0
10.2 Links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being	N/O		0
10.3 Seeks to establish cooperative partnerships with parents/guardians to support student learning	N/O		0
10.4 Advocates for students	N/O		0

Comments:
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Total Score:
General Comments:

<b>SIGNATURES</b>	<b>Date:</b>
Teacher Candidate:	
Cooperating Teacher:	
GCU Supervisor:	

**Interstate New Teacher Assessment and Support Consortium (INTASC)** principles can be found at [http://www.ccsso.org/projects/Interstate\\_New\\_Teacher\\_Assessment\\_and\\_Support\\_Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/)

**Arizona Professional Teacher Standards (APTS)** can be found at <http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>

## Appendix C: Teacher Candidate Corrective Plan of Action

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## College of Education Teacher Candidate Corrective Plan of Action

<p><b>Directions:</b> The purpose of the Grand Canyon University Teacher Candidate Corrective Plan of Action is to support the Teacher Candidate by developing a plan of action that allows them to move towards measurable goals, and to gauge acceptable progress. The common goal should be to allow the Teacher Candidate every opportunity to have a successful student teaching experience. The GCU Supervisor, Mentor Teacher, and the Teacher Candidate should complete this form collaboratively.</p>																	
Teacher Candidate (Last, First, M. I.)  GCU Student ID Number	School Name/District/Phone  School Address, City, State, Zip Code																
Mentor Teacher (Last, First Name)	GCU Supervisor (Last, First Name)																
Mentor Teacher's Email  Phone Number	GCU Supervisor's Email  Home or Cell Phone																
<p><b>Program of Study:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">B.S. Elementary Education</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="width: 50%;">M.Ed. Elementary Education</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>B.S. Secondary Education</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>M.Ed. Secondary Education</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>B.S. Elementary Education/Special Ed.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>M.Ed. Special Education</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>B.S. Early Childhood Education</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>M.Ed. Early Childhood Education</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		B.S. Elementary Education	<input type="checkbox"/>	M.Ed. Elementary Education	<input type="checkbox"/>	B.S. Secondary Education	<input type="checkbox"/>	M.Ed. Secondary Education	<input type="checkbox"/>	B.S. Elementary Education/Special Ed.	<input type="checkbox"/>	M.Ed. Special Education	<input type="checkbox"/>	B.S. Early Childhood Education	<input type="checkbox"/>	M.Ed. Early Childhood Education	<input type="checkbox"/>
B.S. Elementary Education	<input type="checkbox"/>	M.Ed. Elementary Education	<input type="checkbox"/>														
B.S. Secondary Education	<input type="checkbox"/>	M.Ed. Secondary Education	<input type="checkbox"/>														
B.S. Elementary Education/Special Ed.	<input type="checkbox"/>	M.Ed. Special Education	<input type="checkbox"/>														
B.S. Early Childhood Education	<input type="checkbox"/>	M.Ed. Early Childhood Education	<input type="checkbox"/>														
<p><b>1. TEACHER CANDIDATE STRENGTHS:</b> Overview of Progress and Experiences</p>																	
1.  2.  3.																	
<p><b>Additional Comments:</b></p>																	
<p><b>2. COMPETENCY AREA(S) TO BE ADDRESSED:</b> Refer to Pre-Professional Educator Collaborative Evaluation Instrument for guidance.</p>																	
1.  2.  3.																	

<b>Additional Comments:</b>
<b>3. PERFORMANCE EXPECTATIONS:</b> Describe the level of performance necessary to demonstrate increased aptitude.
1.  2.  3.
<b>Additional Comments:</b>
<b>4. IMPLEMENTATION STRATEGIES*:</b> Describe methods and timeframe for meeting each competency area.
1.  2.  3.
<b>Additional Comments:</b>
<b>5. ADDITIONAL SUPPORT SERVICES and RESOURCES:</b>
1.  2.
<b>Additional Comments:</b>
<b>POTENTIAL CONSEQUENCE(S) of NON-PERFORMANCE:</b>
1.  2.  3.
<b>Additional Comments:</b>

**Teacher Candidate Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**GCU Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*Implementation Strategy Examples:**

Observe veteran teachers

Increase observation time

Reduce primary teaching duties

Detailed lesson plans

Reflection Journal with comments

Work Sample Portfolio

Essay/Paper

Journal Articles

Text readings

Development of management plan

Interviews

Teacher Shadow

**RECORD OF INTERACTION(S):**

Note all interactions between plan participants reflective of the plan during plan implementation. Include dates and description of interaction.

1.

2.

3.

**RECORD OF PLAN OUTCOME:**

Upon completion of the Plan, describe the outcome in detail and include the date.

**Additional Comments:**

**Teacher Candidate Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**GCU Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix D: DoDDS Practicum/Field Experience Placement Preferences Form

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## Department of Defense Dependant Schools (DoDDS) Practicum/Field Experience Placement Preferences Form

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**Please circle your Program of Study.**

Undergraduate Elementary Education

Undergraduate Secondary Education

Undergraduate Elementary/Special Education

Undergraduate Early Childhood Education

Graduate Elementary Education

Graduate Secondary Education

Graduate Special Education

Graduate Early Childhood Education

**Student Name:** \_\_\_\_\_

**GCUID:** \_\_\_\_\_

**Country:** \_\_\_\_\_

**Semester and year:** \_\_\_\_\_

In order of preference, list 3 schools in which you would like to conduct your practicum experiences. This form should be completed upon course enrollment and should be accompanied with course titles, numbers, course setting, and hours needed for students Program of Study.

Reminder: Learners being considered for practicum placement at a DoDDS school are NOT to contact building principals as this may jeopardize placement.

Preference 1:

**Base and School Name:** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

Preference 2:

**Base and School Name:** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

Preference 3:

**Base and School Name:** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**Please Submit 8 weeks prior to start of course to:**

Office of Field Experience

E-Fax: 1-877-211-6292

[fieldexperience@gcu.edu](mailto:fieldexperience@gcu.edu)

## Appendix E: Practicum/Field Experience Observation and Activity Log

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## Practicum/Field Experience Observation and Activity Log

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**Teacher Candidate Name:** \_\_\_\_\_ **GCU ID:** \_\_\_\_\_

Course Name/Number: \_\_\_\_\_

Name of School: \_\_\_\_\_

Classroom Teacher Name & Phone: \_\_\_\_\_

**Log of Hours Spent:**

<u>Date</u>	<u>Time Spent</u> (Hours: Minutes)	<u>Activity</u> (What did you do?)
Total		

**Classroom Teacher Evaluation:**

Thank you for allowing our learner to observe and/or participate in your classroom. At the end of the practicum/field experience, please evaluate the learner by taking into consideration that he/she is a prospective teacher. Write a brief narrative, in the space provided below, assessing the performance of the learner in the activities in which he/she was involved.

Learner Signature: \_\_\_\_\_

Classroom Teacher's Signature: \_\_\_\_\_

Please submit this completed form to your TaskStream account in conjunction with the required assignment.