



College of Education
Teacher Preparation Programs
Practicum/Field Experience Manual
(Graduate/Undergraduate)

Version Record

Edition	Version	Updated	Changes Made
2010	1	March 25	<ul style="list-style-type: none"> ▪ Original with revised language
	2	April 20	<ul style="list-style-type: none"> ▪ Added COE's new mission statement ▪ Added Course Matrix
	3	May 26	<ul style="list-style-type: none"> ▪ Corrected practicum hours in Course Matrix as necessary
	4	August 13	<ul style="list-style-type: none"> ▪ Updated Course Matrix to reflect ECE and selected practicum hour changes ▪ Revised section on selecting a practicum placement ▪ Added section on Professional Dispositions ▪ Revised Practicum Placement Form (Appendix A) ▪ Revised Practicum Placement Preference Form (Appendix C)
	5	September 9	<ul style="list-style-type: none"> ▪ Revised Commitment to Diversity
2011	1	February 14	<ul style="list-style-type: none"> ▪ Revised Practicum Placement Preferences Form (Appendix C)
	2	May 11	<ul style="list-style-type: none"> ▪ Removed notation about TaskStream being a graduation requirement
	3	June 21	<ul style="list-style-type: none"> ▪ Revised List of Required Practicum/Field Experience chart ▪ Added policy changes requested by TEdSs/Assistant Dean

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Overview

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/>; and the Arizona Department of Education, 1535 W. Jefferson St. Phoenix, AZ 85007; tel. 1-800-352-4558; <http://www.ade.state.az.us>.

Grand Canyon University 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.

College of Education Mission Statement

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

Disclaimer

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

Practicum Introduction

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.

This manual addresses the practicum/field experiences 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.

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 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*. Copies of this documentation should be faxed or scanned/mailed to the Teacher Education Specialists.

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 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 them to www.gcu.edu.

Learner Code of Conduct

Grand Canyon University works to create an atmosphere of value-based education. All learners 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. Learners 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 mentor 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 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 the personal 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, 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 and the rich, cultural tapestry of a global society. Its diverse faculty and administrative staff work diligently to create a culture of mutual respect and fellowship within the broader educational community. Cultural diversity is held forth as indispensable to the success of society. Learners are taught to be professional models among diverse cultures, and are encouraged to recognize and meet the needs of birth to 12th grade students from different ethnicities, socio-economic and language backgrounds, genders, and exceptionalities. Within the classroom and through varied field experiences,

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learners grow in cultural competency as they recognize that language, learning and interaction style, religion, and cultural content are capital that students bring to the classroom, all of which can be utilized to increase student learning and achievement.

Technology

Skilled application of technology by education learners 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.

Site Selection and Placement

Selecting a Practicum/Field Experience Setting

To promote the dispositions (identified above) that are at the heart of every educational professional, learners are highly encouraged to be proactive about their selection of appropriate practicum/field experience settings for the courses within their program of study that require it. While there are many factors that interact relative to practicum/field experience setting selection, there are basic parameters that will enhance the learner's opportunity for success.

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 the online classroom. The curriculum is designed to ensure that a variety of settings are experienced over the entire program of study. Learners who are already teachers with their own classrooms are required to complete the practicum/field experiences in other classrooms in accordance with the criteria identified in the curriculum.

It is important to make site visits to potential sites to gain an understanding of interests, professional practices, organizational focus, needs, and ability to offer appropriate on-site supervision (Faiver, Eisengart, & Colonna, 2004). Be sure choices are consistent with practicum/field experience requirements, desires for skill development, and future certification or licensure criteria. Although not an exhaustive list, these possible sites may be available year-round and include the following:

- Public, private, and/or parochial or religiously-affiliated schools (both Title 1 and non-Title 1)
- Boys/Girls Clubs
- After School Programs
- Head Start
- Commercial Learning Centers, e.g. Sylvan, Huntington, Kumon
- Tutor Time, ChildTime, or other licensed preschool settings
- Immigration and Naturalization Service English classes
- Community college remedial courses
- YMCA and YWCA
- Jewish Social Services, Catholic Social Services, Lutheran Social Services, or other community-based continuing education opportunities
- Summer Camp programs
- Private formal tutoring classes with a certified teacher
- Virtual schools with a certified teacher
- Home School networks with a certified teacher

The following sites may provide useful information:

- Local School Directory (All states listed)
<http://www.localschooldirectory.com/>
- State Department of Education Websites:
Arizona Department of Education <http://www.ade.state.az.us/>
- Private School Review (All states listed)
<http://www.privateschoolreview.com/>

- Faith-Based Schools (All states listed)
<http://www.faithbasedschools.org/>
- K-12 Academics, Special Education Schools (All states listed)
<http://www.k12academics.com/national-directories/special-education-sch>
- Summer Camp Programs (All states listed)
<http://www.mysummercamps.com/camps/summer-camp-guide.html>

If learners are experiencing difficulty identifying a placement and have exhausted the list, they should contact their course instructor for assistance. If the situation is still not resolved satisfactorily, learners can contact the Office of Field Experience using Appendix C. As necessary, this help may include a formal letter to a school district or other organization outlining the requirements of the course and the practicum/field experience.

Documentation

As learners move through their practicum/field experiences, 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 the learner 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 work. It is paramount that timely, accurate documentation of activities using required forms and documents is kept. Once a site has been selected, learners are required to submit the Education Practicum/Field Experience Placement form (Appendix A) to their instructor, along with other benchmark assessment or signature assignment documentation as outlined in each course syllabus.

Remember, practicum/field experience success will be largely determined by the learner's own actions. You must take the responsibility to make the practicum/field experience an effective and relevant one. As a practitioner, keeping a positive attitude and a committed work ethic contributes to a successful learning experience.

Practicum Activities and Functions

The following practicum activities and functions are based on models or examples provided by Martin, Wright, and Danzig (2003).

Journal

The benefits of journaling have been well documented across the ages. They help expand awareness and understanding and develop insight, making connections between theory and practice and producing new action. The time used and thinking that takes place during journaling enhances learning and provides a record of professional development.

Practicum Activity Log and Timesheet

Learners must keep a daily log of activities (Practicum/Field Experience Observation and Activity Log: Appendix B) experienced as a method of documenting time and effort spent during the practicum/field experience. The log should cite dates, times (rounded off to the quarter-hour), a brief description of the activity, the professional standard(s) addressed by the activity, and signature

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verification from the mentor teacher. It must be submitted to TaskStream along with the related classroom assignment as identified in the syllabus.

E-Portfolio

In order to document mastery and demonstrate competency on the essential standards for highly effective educators, the e-Portfolio (TaskStream) is used as an accountability tool for learners. It has features such as lesson plan templates, rubric builders, and sample lessons that can be utilized by learners as they become practitioners in the field, as well as during career search and advancement. Additionally, a completed e-Portfolio should contain documents that clearly demonstrate competency achievement of the required standards-based benchmark assessments/signature assignments for each course.

Evaluation

Performance-Based Assessment

Pre-selected benchmark assessments/signature assignments serve as reflective evaluations of the learner's ability to meet the required expectations of the educator preparation program, as outlined by the Arizona Department of Education and Arizona Revised Statutes. Each standards-based benchmark assessment/signature assignment is accompanied by a rubric to provide feedback on learner achievement of core competencies. Depending on the program, each benchmark is aligned to the respective professional and content standards in the field (APTS, INTASC, CEC, ISLLC, NCTE, NCTM, etc.).

Participant Roles

The following section addresses and defines the roles of all participants involved in threaded field experiences. There are four participants in the practicum experience process. The participant roles, and definitions of those roles, include the following:

- **Learner:** The learner is defined as the student who is engaged in the practicum/field experience. The role of the learner includes observing the classroom teacher, meeting the practicum assignment competencies, and submitting assignments that demonstrate applied learning.
- **Classroom Teacher:** The classroom teacher is defined as the teacher hosting the learner. The classroom teacher's responsibility focuses on the students in his/her classroom, rather than on the learner. The teacher's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students' performance.
- **Faculty:** The University faculty member assigned to teach the course. Instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the learner's practicum/field experience, particularly lesson planning and instructional design.
- **Program Chair:** The University faculty member responsible for the particular program is the Program Chair. The role of the chair is to monitor the quality of the curriculum and instruction of the program.

Informal Assessment

Throughout the practicum/field experience, the learner will be in direct contact with a teacher, who will provide informal feedback and modeling. In addition, the GCU course instructor and/or the Office of Field Experience are available to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions.

Formal Evaluation

The practicum/field experience classroom teacher should complete the Classroom Teacher Evaluation on the Practicum/Field Experience Observation and Activity Log (Appendix B) to provide feedback on the learner's effectiveness and professionalism. It will be important to respond to the evaluation by asking questions and obtaining clarification of its contents. Finally, all learners are evaluated by benchmark assessment/signature assignment rubrics that are designed to measure the learner's competency demonstrations of the essential professional standards.

Grading

In order to earn a final grade for the practicum/field experience and its related assessments, learners must complete all projects, forms, evaluations, and documents needed to fulfill course requirements accurately, professionally, and in a timely manner. Additionally, any and all benchmark assessments/signature assignments (including the work products, logs, forms, etc.) required for e-Portfolio submission must be submitted to TaskStream for evaluation, as well as to the appropriate drop box in the online classroom. Failure to submit in both locations will result in a “0” for the assignment. The course instructor will use the grading scale and rubrics identified in the syllabus to determine the final grade.

Ensuring Practicum/Field Experience Success

There are ten unavoidable truths about ensuring a successful practicum experience. These are foundational concepts of professional work and based on common sense developed over time. Follow them carefully to achieve the fullest potential.

1) Do Not Rush

When learners rush, they make mistakes that can be difficult to repair. Working quickly as a result of many years of successful practice is not to be confused with rushing. When in a rush, learners are focused on getting the job done in less time. Attention needs to be on quality of performance, mastering skills, servicing others well, and understanding the process you are engaged in. With attention properly focused, learners will naturally become quicker without rushing.

2) Learn to Sharpen Skills

Learning to sharpen skills is a gateway behavior that leads to becoming a professional. Failing to take time to develop prerequisite skills results in work that is clumsy or awkward. Better results will be achieved if the time required to practice new skills is taken prior to attempting more difficult tasks. It is much easier and safer to find someone to help with task accomplishment than to let pride keep one from seeking assistance.

3) Think Quality

If one thinks quality first, quantity will follow. The more efficient one is at basic skills, the greater the opportunity to gain an ever-increasing array of new skills.

4) Finish the Practicum/Field Experience Well

With every clinical experience, there is detail work that must be done to complete the job well. Often, ideas, concepts, and global plans represent the joy and excitement of starting a new practicum, but they are not the stuff of successfully finishing the project. Hard work, attention to detail, refinement, organization, and consistent carry-through are the hallmarks of a project well done. They are the tasks that take as long or longer to complete as the initial formation of a project.

5) Practice Makes Perfect

When it comes to skill building, there is no substitute for practice. Proper practice will improve skills and make them permanent. Skill and mastery is gained through practice. Practice within safe parameters; when one makes an intentional decision to expand skill application, success is more likely and the results more pleasing.

6) Make a Dry Run

When rushing, the opportunity to experience an activity through a dry run is typically skipped. The result is that one may be stumbling around trying to discover how to fix a problem while in the middle of an activity. This is not a satisfactory scenario and compromises effectiveness. Making a dry run allows one to understand the organizational and instructional process more completely to identify components requiring adjustment.

7) Good Planning Trumps Procrastination

As humans, errors will occur. The opportunity for planning should never be overlooked as it decreases errors. Too often, otherwise excellent activities or lessons are compromised by procrastination or complacency relative to planning. When an activity is not well organized, there is no simple fix. One may just have to start over. Do not allow procrastination to compromise the activity.

8) Integrate Skills

Multiple theories, models, problem-solving techniques, and alternative methodologies characterize the education profession. As such, learners should not rely on one set of skills or problem-solving method. Integrate skills, seek dynamic solutions to problems, and always use the simplest approach rather than creating complicated techniques that demand elaborate designs that waste precious time or resources.

9) Master a Variety of Skills by Focusing on the Professional Standards

The reality is that efficient and effective professionals know how to apply an array of techniques, models, methodologies, and problem-solving tools. Throughout the practicum, seek to learn many different professional models or tools for problem solving. Too often, individuals feel that they must specialize and master a few theories or select models at the expense of learning a broad array of skills. This is false pride, professional snobbery, and faultfinding that severely limits practitioner effectiveness. When a variety of skills are available for problem solving, efficiency and effectiveness is maximized.

10) Maintain an Organized, Flexible Practicum Plan

Think of the practicum as a tool. Keep it focused, and be willing to adjust it as a result of ongoing reflection. It is easy to try to wing it, resulting in a less than exemplary performance. This is unfair to the students, colleagues, or administrators with whom the learners are working each day. Learners must be completely focused and prepared for every lesson, new technology skill, or activity in the action plan.

Summary

It has been a significant pleasure for Grand Canyon University faculty to serve you throughout the program of study. To be a part of the educational process and share in the transformation from learner to competent practitioner is a humbling and inspiring experience for the faculty and staff in College of Education. As you will continue to be a Grand Canyon University Ambassador throughout your professional career, it is our pledge to support you throughout your professional life. We are sure that your Grand Canyon University experiences, education, and degree will increase in value throughout your professional career. May God bless you, watch over you, provide you wisdom in times of need, and remain a centering anchor in your life.

References

Faiver, C., Eisengart, S., & Colonna, R. (2004). *The counselor intern's handbook*. Belmont, CA: Thompson/Brooks Cole.

Martin, G. E., Wright, W. F., & Danzig, A. B. (2003). *School leader internship: Developing, monitoring, and evaluating your leadership experience*. Larchmont, NY: Eye on Education.

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.

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	15	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	15	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) 8-12cClassroom. 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	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 510 (4cr)	7	Strategies to Teach Individuals With Learning Disabilities	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 512 (4cr)	7	Assessment in Special Education for Certified Special Educators	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: (1) One student in early childhood special education.</p> <p>(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 513 (4cr)	7	Strategies to Teach Individuals With Emotional/Behavioral Disabilities	15	eMotion	<p>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.).</p>
SPE 514 (4cr)	7	Strategies to Teach Individuals With Mental Retardation	15	Significant Connections for Families of a MR Child	<p>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.</p>

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	20	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.

Program of Study Key
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: Education Practicum/Field Experience Placement Form

Education Practicum/Field Experience Placement Form

(Applicable for TaskStream assignments ONLY)

Student Name: _____ GCU ID: _____

Course Name/Number) _____

Practicum Hours _____

Benchmark Assessment/Signature Assignment Name: _____

Please provide the information for the above indicated practicum course.

1. School Name: _____

School Address: _____

City: _____ State: _____ Zip Code: _____

Principal/Classroom Teacher Name: _____

School Phone: () _____

Principal/Classroom Teacher Phone: () _____ Grade Level: ____

Is this a Title 1 school? Yes No

2. School Name: _____

School Address: _____

City: _____ State: _____ Zip Code: _____

Principal/Classroom Teacher Name: _____

School Phone: _____

Principal/Classroom Teacher Phone: _____ Grade Level:

Is this a Title 1 school? Yes No

3. Other Setting Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Teacher Name: _____

Phone: _____ Grade Level: _____

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

Appendix B: Practicum/Field Experience Observation and Activity Log

Practicum/Field Experience Observation and Activity Log

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.

Appendix C: Practicum/Field Experience Placement Preferences Form

Practicum/Field Experience Placement Preferences Form

This form is only needed for those who need assistance with Practicum
Upon completion: Submit to your Teacher Education Specialist

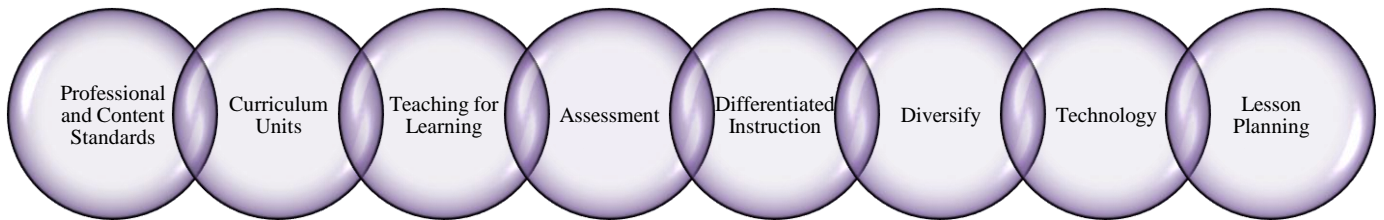
- Check here to have this completed form sent to your identified location once signed by OFE.
- Check here if you need further assistance and have completed the questions on page 2.

NAME	STUDENT ID #
ADDRESS	CITY STATE ZIP CODE
EMAIL	PHONE #

Please complete the following information in order to assist with your practicum/field experience request. This form should be completed for each request in which Districts, Schools, or other Learning Organizations require information regarding practicum details from Grand Canyon University. If using page 2, please complete the first 3 columns only.

Start Date of Course	Course #	Practicum Requirements (Describe setting required by assignment including # of Hours)	*District/School/Learning Organization Requested						
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">District/School/Learning Organization Name</td> </tr> <tr> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 2px;">District/School/Learning Organization Contact Name</td> </tr> <tr> <td style="height: 30px;"></td> </tr> <tr> <td style="padding: 2px;">District/School/Learning Organization Contact Email and/or Fax</td> </tr> <tr> <td style="height: 30px;"></td> </tr> </table>	District/School/Learning Organization Name		District/School/Learning Organization Contact Name		District/School/Learning Organization Contact Email and/or Fax	
District/School/Learning Organization Name									
District/School/Learning Organization Contact Name									
District/School/Learning Organization Contact Email and/or Fax									

Practicum/Field Experience



GCU Learning Goal #8

Field Experience/Clinical Practice: Learners will participate in field-based learning opportunities that focus on observation, participation, application, leadership, and/or reflection in real world settings.

For Office use only:

Teacher Education Specialist: Signature _____ **Date** _____



Please answer the following questions:

- 1) Which sites have you contacted from the list located below? Identify as many as you have contacted.**
 - a.
 - b.
 - c.

- 2) What have been the barriers to successfully identifying a placement?**
 - a.
 - b.
 - c.

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 the online classroom. 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 interests, professional practices, organizational focus, needs, and ability to offer appropriate on-site supervision (Faiver, Eisengart, & Colonna, 2004). Be sure choices are consistent with practicum/field experience requirements, desires for skill development, and future certification or licensure criteria. Although not an exhaustive list, these possible sites may be available year-round and include the following:

- Public, private, and/or parochial or religiously-affiliated schools (both Title 1 and non-Title 1)
- Boys/Girls Clubs
- After School Programs
- Head Start
- Commercial Learning Centers, e.g. Sylvan, Huntington, Kumon
- Tutor Time, ChildTime, or other licensed preschool settings
- Immigration and Naturalization Service English classes
- Community college remedial courses
- YMCA and YWCA
- Jewish Social Services, Catholic Social Services, Lutheran Social Services, or other community-based continuing education opportunities
- Summer Camp programs
- Private formal tutoring classes with a certified teacher
- Virtual schools with a certified teacher
- Home School networks with a certified teacher

The following sites may provide useful information:

- Local School Directory (All states listed)
<http://www.localschooldirectory.com/>
- State Department of Education Websites:
Arizona Department of Education <http://www.ade.state.az.us/>
- Private School Review (All states listed)
<http://www.privateschoolreview.com/>
- Faith-Based Schools (All states listed)
<http://www.faithbasedschools.org/>
- K-12 Academics, Special Education Schools (All states listed)
<http://www.k12academics.com/national-directories/special-education-sch>
- Summer Camp Programs (All states listed)
<http://www.mysummerecamps.com/camps/summer-camp-guide.html>