



Grand Canyon University  
Student Teaching Clinical Practice Manual

**Bachelor of Arts in Dance for Secondary Education**  
**Bachelor of Arts in English for Secondary Education**  
**Bachelor of Arts in History for Secondary Education**  
**Bachelor of Arts in Music Education-Choral: Piano**  
**Bachelor of Arts in Music Education-Choral: Voice**  
**Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or  
Strings**  
**Bachelor of Arts in Music Education-Instrumental: Piano**  
**Bachelor of Arts in Theatre for Secondary Education**  
**Bachelor of Science in Biology for Secondary Education**  
**Bachelor of Science in Business for Secondary Education**  
**Bachelor of Science in Chemistry for Secondary Education**  
**Bachelor of Science in Early Childhood Education**  
**Bachelor of Science in Early Childhood Education and Early Childhood Special Education**  
**Bachelor of Science in Elementary Education**  
**Bachelor of Science in Elementary Education and Special Education**  
**Bachelor of Science in Elementary Education with an Emphasis in Christian Education**  
**Bachelor of Science in Elementary Education with an Emphasis in English as a Second  
Language**  
**Bachelor of Science in Elementary Education with an Emphasis in STEM**  
**Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading**  
**Bachelor of Science in Mathematics for Secondary Education**  
**Bachelor of Science in Physical Education**  
**Master of Education in Early Childhood Education**  
**Master of Education in Early Childhood Education and Early Childhood Special  
Education**  
**Master of Education in Elementary Education**  
**Master of Education in Elementary Education and Special Education**  
**Master of Education in Secondary Education with an Emphasis in Humanities**  
**Master of Education in Secondary Education with an Emphasis in STEM**  
**Master of Education in Secondary Humanities Education**  
**Master of Education in Secondary STEM Education**  
**Master of Education in Special Education: Mild to Moderate**  
**Master of Education in Special Education: Moderate to Severe**

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## **Introduction**

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

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

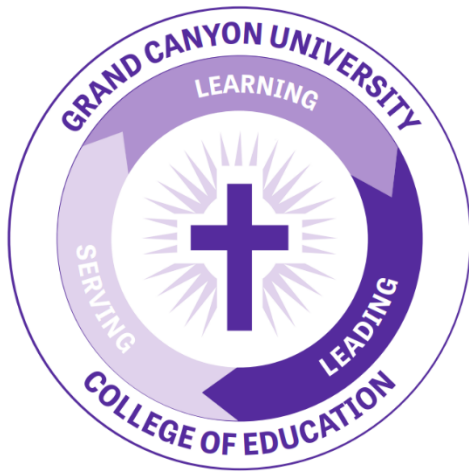
For further information regarding graduation requirements, degree programs offered, admission requirements and general academic regulations please refer to the Grand Canyon [University Policy Handbook](#).

## **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 Student Teaching Clinical Practice Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a Teacher Candidate must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While counselors and other Grand Canyon University personnel are available to guide the Teacher Candidate with respect to the requirements, it is the ultimate responsibility of the Teacher Candidate to follow them.

## College of Education Conceptual Framework

The College of Education (“the College” or “COE”) at Grand Canyon University (“GCU”) is part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the



changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning experiences and to flourish as practitioners in the field of education remains at the

forefront of the College of Education's academic and clinical field work.

The Mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

Learning, Leading, and Serving are the foundational components of COE’s Conceptual Framework. These words symbolize the College’s diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE’s Conceptual Framework directly reflects GCU’s commitment to serving educational communities in ways that promote human flourishing.

- **Learning:** We believe that all students can learn and that educators who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experienced and skilled communicators who are dedicated and compassionate, ensuring all students learn to the best of their ability.
- **Leading:** We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world’s deep needs.
- **Serving:** We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

## **College of Education Pledge**

The College of Education is committed to serving our students and alumni. The College's accredited programs are designed to prepare and equip students for a career in the field of education. However, faculty, staff, and college leaders understand the unique opportunities and challenges a career in education might occasionally present. We promise to assist all COE students and graduates who need support as a teacher or leader in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, the College of Education asks students and graduates to pledge to uphold a high level of excellence in the classroom.

We invite you to PLEDGE the following as a student and graduate of the College of Education:

I pledge to:

- Enter my classroom fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support each student's unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner and commit to advancing as a professional educator.
- Learn, lead, and serve.

## **FERPA and Confidentiality Information**

FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Please refer to the GCU's University Policy Handbook for additional information on FERPA. Please visit the FERPA website to learn more:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Candidates should follow FERPA guidelines while engaged in field experiences. During practicum and student teaching, candidates must understand that student information should remain confidential, and candidates should refrain from disclosing student information to any outside source. In addition, candidates must receive permission by the site administration, cooperating teacher/mentor, and students' guardians prior to recording or taking pictures within the school. Located on the [Student Success Center](#) is a Video Permission form in both English and Spanish. In addition, candidates should speak with school administration and the cooperating teacher/mentor regarding privacy policies and procedures for their school site. There may be additional permissions required depending on district/school policy and procedures.

## **Digital Communication and Social Media**

The Candidate's time spent in the field should be focused on the instruction and engagement with cooperating teacher/mentors and students. Candidates are expected to refrain from using cell phones, email and all social media while engaged with students throughout the school day. Cell phones should be silenced and put away during classroom time. Candidates should discuss expectations with the cooperating teacher/mentor should emergency cell phone use be required.

As a professional, candidates are held to the standards of professional teachers. Candidates should be mindful of the information shared and tagged on social media. Candidates are expected to check with the district/school site regarding technology and social media policies and expectations. Candidates should not accept or request “friend” invitations on social media with students or their family members. Candidates are expected to refer to the school site administrator and/or cooperating teacher/mentor prior to sending communication to students, parents/guardians or school site faculty/staff.

## **Professional Learning Network (PLN)**

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

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

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

- Home- This is the landing page. Here you can quickly access document folders, links, upcoming events, PLN news, recent activity, and PLN conduct expectations.
- Resources- This page provides GCU resource links, social media links, resource folders, and library discussion.
- Education News- This page provides education news as posted by the Office of Clinical Practice, and news chatter posted by you- our users.
- Calendar- The calendar provides dates of educational conferences, webinars, and GCU events.
- Groups- Find the group spaces relevant to you and join into the chat community. Here you can chat with your peers in a protected space.
- Discussions- This is an open dialogue space for all members of the PLN.
- People- This area provides profiles of each PLN member. You can find peers in your region, those studying in your program, or your GCU Faculty Supervisor!

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

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

- Fill out your personal profile
- Connect with Groups
- Post into relevant Discussions



- Review and comment on PLN news updates
- Visit the Resources space to obtain helpful materials and links
- Check the Calendar for upcoming events

## **Student Teaching Eligibility Requirements**

The following is a list of prerequisites that need to be met to be eligible for student teaching:

- Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
- Meet the testing requirements per the Basic Skills and Content Area Exams policy as listed in the University Policy Handbook.
- Maintain a minimum GPA of a 2.8 (undergraduate) or 3.0 (graduate) as required for clinical practice/student teaching.
- Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
- Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
- Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card. (Refer to Fingerprint Clearance section below.)

Student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

If a Teacher Candidate has an incomplete clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

## **Fingerprint Clearance**

Candidates are required to adhere to the Candidate Fingerprint Clearance policy located in the University Policy Handbook. Please note that any costs related to obtaining the required clearance(s) is the responsibility of the candidate. Fingerprint clearances obtained from agencies other than the Department of Justice, Department of Public Safety, or Department of Education are likely not valid (i.e. Department of Human Resources, Department of Health, Department of Early Learning). Refer to the University Policy Handbook and your assigned Field Experience Counselor (FEC) for additional information on fingerprint clearance requirements.

Candidates seeking an Arizona Institutional Recommendation for teaching or administrative credential must have an Arizona Fingerprint Clearance IVP Card (AZIVP), in addition to their own state's fingerprint or background clearance documentation as required.

## **Student Teaching Application**

Teacher Candidates should submit the student teaching application electronically prior to the assigned deadline. **Teacher Candidates should not attempt to make the initial contact with potential school districts. Initial contact will be made by the Teacher Placement Counselor.**

Student teaching application deadlines are as follows:

Traditional (Ground) Students

- **November 1<sup>st</sup>** is the deadline for the Fall student teaching experience
- **May 1<sup>st</sup>** is the deadline for the Spring student teaching experience

Non-Traditional (Online) Students

- **February 1<sup>st</sup>** is the deadline for the Fall student teaching experience
- **August 1<sup>st</sup>** is the deadline for the Spring student teaching experience

Teacher Candidates should contact their assigned Field Experience Counselor with any questions pertaining to the application.

## **Potential Sites**

Following consultation with your Field Experience Counselor regarding your interests, needs, goals, and student teaching expectations, site selection is the first and an important step towards beginning student teaching. You are responsible for assembling a list of potential sites to request for placement. Consider the schools where you have completed practicum/field experiences and the relationships you have developed with them. Be sure your potential placement is consistent with student teaching requirements, desires for skill development, and future certification or licensure criteria.

Consider the following:

- Student teaching must be completed in a classroom that aligns with your program of study. Please refer to the *Student Teaching Course Placement Chart* in the appendix.
- Your personal interests, needs, goals, and expectations.
- Ethical standards, interactive learning, and experiential opportunities afforded you by the staff and function of the site(s).
- Professional and state licensure/certification requirements regarding student teaching experiences: Rule out sites that cannot enable you to satisfy licensure or certification requirements.
- Student teaching must be completed at a public-school setting or a licensed/accredited nonpublic school setting.

- Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

In addition, please refer to the student teaching policies as stated in the [University Policy Handbook](#).

### **Confirmed Student Teaching Placement(s)**

Your student teaching placement preferences will be honored, if possible and/or feasible. However, the College of Education reserves the right to make assignments or adjustments deemed to be in your best interest and the interest of other involved parties.

During the placement process, you might be required to complete additional district requirements which will be completed at your expense. These may include but are not limited to:

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

Your Teacher Placement Counselor will notify you when the student teaching placement has been finalized.

After your placement is secured, your Teacher Placement Counselor will provide you with pertinent student teaching information. Information will be sent to you via your primary email address on file including the contact information for your assigned Cooperating Teacher/Mentor and GCU Faculty Supervisor. You are required to contact your Cooperating Teacher/Mentor prior to the start date of the student teaching experience. Discuss the following in your initial communication:

- Introduction of yourself, your program of study and your prior experience
- Start date at the student teaching placement site
- Request a copy of district/school policies (You are expected to review a copy of the school/district policy manual for teachers and abide by throughout your experience.)
- Please note the student teaching placement site may initiate termination at will. GCU does not employ districts and therefore does not have any jurisdiction of districts' discretion or termination of placement. Candidates must remember that they are guests in the classroom and to follow all school site expectations.

## Student Teaching Roles

The following individuals are in position to support Teacher Candidates during the student teaching experience. Each role contributes a vital aspect of development in the skills and attributes necessary of a Teacher Candidate.

- **Field Experience Counselor (FEC):** The Field Experience Counselor supports Teacher Candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, practicum/field experiences, student teaching, and Institutional Recommendation (IR). The FEC also ensures all required programmatic criteria necessary to participate in the student teaching experience is met by the Teacher Candidate prior to placement, which include the prerequisite hours and coursework for student teaching. The FECs will work in tandem with the Teacher Candidates' Student Service Counselor (SSC) and other offices on campus to facilitate completion of the Teacher Candidate's program of study.
- **Teacher Placement Counselor (TPC):** The Teacher Placement Counselor completes the placement for student teaching. The TPC communicates with districts and Teacher Candidates during the student teaching placement and student teaching course(s) regarding roles and expectations of student teaching.
- **Cooperating Teacher (CT):** The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the CT is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.
- **Mentor:** For Teacher Candidates who are currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal and the College of Education, a Mentor will be assigned to support the Teacher Candidate.
- **GCU Faculty Supervisor:** The GCU Faculty Supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate and the Cooperating Teacher/Mentor.
- **Course Instructor:** The course instructor is the GCU faculty member assigned to teach the student teaching courses. Course instructors are responsible for implementing course

assignments, as required through the syllabus, which relate to the student teaching experience and to provide formative feedback on Teacher Candidate assignments.

- **Clinical Field Experience Specialist (CFES):** The Clinical Field Experience Specialist is the university representative that supports the cooperating school personnel. The CFES acts as liaison between the student teaching placement and the university. The CFES is the primary support resource for Cooperating Teachers and GCU Faculty Supervisor

## Teacher Candidate Responsibilities

Drawing upon the academic program of study, Teacher Candidates are expected to synthesize previous course material, and apply theories and content knowledge during the student teaching experience. Student teaching requires a full take over for a minimum of 50% of the experience. (See *Full Take Over Requirements* section below).

Teacher Candidates are to abide by the following requirements:

- Adheres to all policies and procedures as listed in the [University Policy Handbook](#) as well as [GCU's Professional Dispositions](#), the [Model Code of Ethics](#) and [Essential Elements of Teachers & Essential Functions Motor/Physical Cognitive Strength for Teachers](#).
- Adheres to all policies and procedures at the placement school site. Including, but not limited to collecting the GCU Video Permission Request Form, recording in the classroom and video posting and privacy.
  - Within the student teaching experience, Teacher Candidates may be asked to video record themselves in the classroom to meet programmatic requirements. Teacher Candidates will first want to seek permission to record from the Cooperating Teacher/Mentor and/or school site administrator. In addition, the Teacher Candidate will need to obtain Video Recording Permission Request Forms. It is the responsibility of the Teacher Candidate to distribute the Video Recording Permission Request Form to the parents/guardians of each student in the student teaching classroom. Even if the placement site already has video permission forms on file, the Teacher Candidate must collect the Video Recording Permission Form for each student in the classroom. If there are any students who have not returned the completed form by the day of the lesson recording, it is mandatory that those students are not present/visible in the recording. Upon collection of the permission forms, the Teacher Candidate will scan and upload the pages into a data file on their computer where they are easily accessible for later reference or retrieval if needed. The Teacher Candidate does not need to turn these into the online course instructor or GCU Faculty Supervisor.
- Observes, assists, teaches, and gradually transitions to full takeover of the classroom for a **minimum** of 50% of the placement. (Refer to the *Full Take Over Requirement* section below and the Suggested Takeover Schedules in Appendix B.)
- Engages in lesson planning, instruction, classroom management, and reflection guided by the Cooperating Teacher/Mentor.

- Use the preferred lesson plan template of the school site, if one is not provided use the GCU lesson plan template.
- Communicates with the GCU Faculty Supervisor within the first two weeks of student teaching.
- Schedules and teaches four lessons that your GCU Faculty will observe.
- Participates in collaborative conferences following each evaluation with the Cooperating Teacher/Mentor and the GCU Faculty Supervisor.
- Documents daily attendance on the Clinical Practice Time Log.
- Completes the attendance requirement and submit Clinical Practice Time Log(s) to the GCU Faculty Supervisor.
- Maintains the responsibilities of the student teaching online coursework, including submitting weekly assignments and participating in discussion forums.

### **Full Takeover Requirement**

Student teaching is an important step in preparing to become an educator in one's own classroom. The more time a teacher candidate has to apply, reflect, and adjust helps to grow their practice. Per GCU policy, student teaching requires a full takeover for a minimum of 50% of the experience. For example:

- For 8-week placements: The teacher candidate is expected to fully takeover the classroom for 4 weeks
- For 15/16-week placements: The teacher candidate should takeover full responsibilities of the classroom for 8 weeks.

In essence, under the guidance of the cooperating teacher on site, the teacher candidate is expected to take on the responsibilities that the cooperating teacher might have as a teacher of record. For example:

- All lesson planning, preparation, delivery, and assessment
- Schedule transitions and all daily classroom procedures
- Behavioral and general classroom management
- Any other tasks related to the job role as a classroom teacher of record

During this time, teacher candidate will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom, promoting student learning and curiosity, and following all school site policies and procedures including but not limited to those pertaining to FERPA/student confidentiality and digital communication/media.

Please note: In order to meet the student teaching requirements, teacher candidates should discuss the full takeover expectation with their cooperating teacher(s) and develop a plan together for what it will look like during the experience.

### *Full Takeover Approaches*

Full takeover is established using a phase-in/phase-out approach. The phase-in, full-takeover and phase out approach allows for a gradual induction and ultimately prepares the teacher candidates to lead independently in their future classrooms. (Suggested full takeover schedules can be found in Appendix B of the Student Teaching Manual.) Traditionally speaking, teacher candidates fulfill the takeover requirement by assuming all duties of the cooperating teacher. Every placement in GCU's student teaching program is unique. Some situations may use the traditional model, while others may find a co-teaching model more appropriate.

Full takeover may look different in a classroom employing a co-teaching model. Teacher candidates are still expected to meet the student teaching requirements, with the teacher candidate taking the lead role in any chosen co-teaching model. Ultimately, teacher candidates need to be able to have substantial experience leading a classroom(s) upon completion of their program. Co-teaching can be very beneficial to the teacher candidate, the cooperating teacher, and more importantly, the students in the classroom.

Below are appropriate models for the student teaching experience:

- **Traditional:** In this model, the teacher candidate teaches the classroom students full time with minimal support from the cooperating teacher on lesson planning, instruction reflection and feedback, classroom management, and teaching strategies. The cooperating teacher is more “hands off” during instruction and assessment as the teacher candidate assumes all daily responsibilities of the classroom.
- **Parallel Teaching:** This model has the class divided based on student learning and/or behavioral needs with the teacher candidate and cooperating teacher providing identical instruction to their respective student groups. (Example: The cooperating teacher is teaching the content as an enrichment activity while the teacher candidate is teaching the same content at the remedial level.)
- **Team Teaching:** In this model, the cooperating teacher and candidate instruct the students at the same time (also known as “tag team teaching”).
- **Station Teaching:** In this model, the class rotates through stations; the teacher candidate and cooperating teacher teach the same material in different ways to the groups. This form of co-teaching is usually employed for workshops or balanced literacy blocks.

It is important the teacher candidate and cooperating teacher(s) work together to develop a plan on how the candidate will meet the full takeover requirement. Effective collaboration between the teacher candidate and cooperating teacher in any of the above-mentioned models explicitly puts students first and provides an effective learning environment when carefully arranged and planned. These models also allow for a valuable student teaching experience to help prepare teacher candidates for the various needs of their future classrooms.

## **Cooperating Teacher Responsibilities**

The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as

a teacher. The primary responsibility of the CT is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.

### **Qualifications**

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

### **Responsibilities**

#### **As a role model, mentor, and coach:**

- Guides the Teacher Candidate in all aspects of teaching including lesson planning, instruction, classroom management, and reflection
- Provides on-site opportunities for the Teacher Candidate to observe, practice, and lead
- Allows the Teacher Candidate to gradually transition to full takeover of the classroom for a minimum of 50% of the placement
- Assumes responsibility for direct supervision, oversight, and support of the Teacher Candidate while on site
- Confers regularly with the Teacher Candidate concerning his or her performance and progress
- Develops and monitors any needed remediation plans, with the GCU Faculty Supervisor, for strengthening a marginal Teacher Candidate's performance
- Verifies the Teacher Candidate's attendance by initialing the Teacher Candidate's time log weekly and providing a final signature at the end of the placement

#### **As an evaluator:**

- Participates in an initial conference in-person or by e-mail/phone with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of student teaching
- Participates in a post-conference with the Teacher Candidate and the GCU Faculty Supervisor after each of the observations conducted by the GCU Faculty Supervisor
- Provides feedback to both the Teacher Candidate and the GCU Faculty Supervisor during each post-conference

### **Mentor Responsibilities**

For Teacher Candidates who are currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and



upon approval of the building principal and the College of Education, a Mentor will be assigned to support the Teacher Candidate.

### **Qualifications**

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

### **Responsibilities**

#### **As a role model, mentor, and coach:**

- Provides support to the Teacher Candidate throughout the student teaching placement by conferring regularly concerning his or her performance
- Develops and monitors any needed remediation plans, with the GCU Faculty Supervisor, for strengthening a marginal Teacher Candidate's performance
- Verifies the Teacher Candidate's attendance by initialing the Teacher Candidate's time log weekly and providing a final signature at the end of the placement.

#### **As an evaluator:**

- Participates in an initial conference in-person or by e-mail/phone with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of student teaching
- Observes the Teacher Candidate teaching in the classroom to provide feedback for each evaluation completed by the GCU Faculty Supervisor
- Provides feedback to the Teacher Candidate and the GCU Faculty Supervisor during each post-conference

### **GCU Faculty Supervisor Responsibilities**

The GCU Faculty Supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate and the Cooperating Teacher/Mentor.

### **Qualifications**

- Master/Doctoral degree in education
- A valid current teacher/administration certification/license
- Minimum of 3-5 years of classroom experience

### **Responsibilities**

#### **As a role model, mentor, and coach:**

- Contacts the Teacher Candidate prior to the agreement start and introduce him/herself
- Contacts the Clinical Field Experience Specialist if they notice any changes in the placement setting (Cooperating Teacher, grade level, school site, etc.) that they were not made aware of by Grand Canyon University
- Communicates with the Teacher Candidate and the Cooperating Teacher within the first two weeks of student teaching
- Acts as a resource person to the Teacher Candidate by providing additional sources of information and being available by phone or email

**As an evaluator:**

- Observes the Teacher Candidate teaching a lesson for each Clinical Practice Evaluation
- Participates in a post-conference with the Teacher Candidate and the Cooperating Teacher after each observation
- Completes all contracted Clinical Practice Evaluations
  - 15-week placements: Complete Clinical Practice Evaluations #1, #2, #3, #4.
  - 8-week placements: Complete Clinical Practice Evaluations #1 and #2 or #3 and #4, depending on the session.

**Student Teaching Time Requirement**

Teacher Candidates must be prepared to complete a full-time 15/16-week (70-75 days: please refer to the Student Teaching Placement Chart in Appendix A.) It is the responsibility of the Teacher Candidate to review the placement site’s calendar to determine a tentative end date of the student teaching experience (Take into consideration district/school holidays, illness, inclement weather days may add time to the placement.)

Teacher Candidates must document the required days in the student teaching placement on the *Clinical Practice Time Log* ([8 week Clinical Practice Time Log](#), [15 week Clinical Practice Time Log](#)). The Cooperating Teacher must initial the time log weekly for approval. The Cooperating Teacher and GCU Faculty Supervisor must provide a final signature to verify the attendance requirement has been met. Teacher Candidates are encouraged to keep a copy for professional records. The Teacher Candidate is responsible to provide the Clinical Practice Time Log(s) to the GCU Faculty Supervisor. The final evaluation will not be submitted by the GCU Faculty Supervisor until the attendance requirement has been met.

Teacher Candidates are required to abide by the contracted work hours of the Cooperating Teacher.

Classroom days include the following:

- **Student contact time:** Any instructional classroom time spent working directly with students at the confirmed student teaching placement site(s).

- **Teacher contract time:** Any function at the confirmed student teaching placement site(s) that the contracted teacher is required to attend. This includes prep time and professional development time.

District holidays, inclement weather days and sick days are **NOT** to be counted towards the required student teaching days.

When possible, the beginning of the student teaching experience is aligned with the Teacher Candidate's first day of the student teaching online course. The Teacher Candidate may opt to begin at the student teaching placement up to two weeks prior to the first day of the online course if it has been discussed with and approved by the Cooperating Teacher.

## **Student Teaching Course**

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). For Special Education student teaching courses, Teacher Candidates will also complete an IEP template in addition to the STEP template. To successfully complete the student teaching course, Teacher Candidates must successfully complete both the required time in the student teaching placement and all required coursework. If the Teacher Candidate does not complete the required student teaching days within the online course timeframe, the Teacher Candidates will need to notify the online instructor, GCU Faculty Supervisor and Teacher Placement Counselor. The Teacher Candidate should continue in the placement unless otherwise specified. Teacher Candidates will need to work with their course instructor regarding an Incomplete grade. If a Teacher Candidate goes past the incomplete timeframe the teacher candidates' grade will switch to an F and will need to complete a grade appeal with their Student Services Counselor and submit all required documentation. A grade appeal approval is not guaranteed.

The STEP is a 5-day unit that demonstrates a Teacher Candidate's ability to plan, implement, and assess effective lesson planning using the following 7 standards.

- Standard 1: Contextual Factors: Knowing Your School and Community
- Standard 2: Writing Standards-Based Measurable Objectives and the Learning Goal
- Standard 3: Assessment and Data Literacy
- Standard 4: Unit and Lesson Planning
- Standard 5: Implementation of Instructional Unit
- Standard 6: Analysis of Student Learning
- Standard 7: Reflecting on Instruction to Improve Student Progress

Teacher Candidates will design and implement the 5-day STEP as part of their regular student teaching duties. In addition to the above standards, all Teacher Candidates are expected to ensure that all local and classroom goals are also met within the STEP. Teacher Candidates should work with the Cooperating Teacher/Mentor to help decide on the unit to be used for the STEP.

## **Special Education Courses Only – Individualized Education Program (IEP) Performance Template**

The IEP Performance Standards is the process for preparing and implementing the IEP process. This template will be used to address specific standards and go through the process of creating an IEP for a student in your placement.

- Standard 1: Contextual Factors: School and Community Demographics, Classroom Demographics, Building Trust Relationships, and Classroom Management
- Standard 2: Individualized Education Plan – Part 1
- Standard 3: Individualized Education Plan – Part 2
- Standard 4: Preparation for IEP Meeting
- Standard 5: Implementation, Communication, and Progress Reporting
- Standard 6: Revised IEP
- Standard 7: Reflection of the IEP Process

## **Performance Based Assessments (TPA/edTPA)**

To effectively assess a teacher candidate's performance, GCU's College of Education assesses teacher candidates on a set of standards, including professional dispositions and InTASC. Some states may require additional Teacher Performance Assessments (TPAs) such as edTPA. These performance-based assessments are student-centered and used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills, including but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

If a teacher candidate lives in a state that requires a passing TPA/edTPA for certification, the teacher candidate is expected to complete it during their student teaching experience. The edTPA is a writing-intensive portfolio which includes lesson-planning and instructional analysis components, as well as video components which must be submitted to [Pearson edTPA for a passing score](#).

For further information and resources, teacher candidates may speak to their Field Experience Counselor and visit the [Professional Learning Network](#). Candidates will receive access to the PLN approximately six (6) months prior to the start of the student teaching experience.

## **Clinical Practice Evaluations**

The GCU Faculty Supervisor and Cooperating Teacher/Mentor will collaboratively reflect on the Teacher Candidate's performance four times a semester for Clinical Practice Evaluations #1, #2, #3 and #4. Each collaborative evaluation follows the following step by step process.

- Communicate: The Teacher Candidate communicates with the GCU Faculty Supervisor regarding the lesson he/she will be teaching before each observation.

- **Observe:** The GCU Faculty Supervisor observes the Teacher Candidate teaching a lesson. Each lesson observation should be approximately 30-45 minutes in length regardless of observation modality (i.e. live or recorded).
- **Collaborate:** The GCU Faculty Supervisor and Cooperating Teacher/Mentor collaborate to provide feedback to the Teacher Candidate.
- **Evaluate:** The GCU Faculty Supervisor utilizes the appropriate Clinical Practice Evaluation to score the Teacher Candidate's performance. The evaluation is sent to the Teacher Candidate via the Student Portal.
- **Access & Submit:** The Teacher Candidate accesses and downloads the evaluation from the Student Portal and submit to the digital classroom assignment submission space.
- **Grade:** The course instructor provides the assignment grade based on the evaluation score.

[Clinical Practice Evaluation #1: Professional Dispositions](#)

[Clinical Practice Evaluation #2: InTASC Standards](#)

[Clinical Practice Evaluation #3: InTASC Standards](#)

[Clinical Practice Evaluation #4: Professional Dispositions, InTASC Standards, and SPA Standards based on program of study](#)

## **Curriculum/ Lesson Planning**

The Teacher Candidate will be required to follow the state standards and district scope and sequence for all lesson planning. Teacher Candidates are expected to use the lesson plan design templates used by the Cooperating Teacher/school. If the school does not have a generally accepted format, the Teacher Candidate should use the GCU COE Lesson Plan template provided on the [Student Success Center](#).

Throughout the student teaching experience Teacher Candidates will write complete lesson plans for each topic or subject area they will be teaching. It is expected that lesson plans be submitted to the Cooperating Teacher a minimum of 48 hours in advance, or earlier as abiding by the time guidelines of the Cooperating Teacher. Teacher Candidates should also provide a copy of the lesson plan to the GCU Faculty Supervisor for each Clinical Practice Evaluation.

## **State Mandated Assessments**

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

## **State Mandated Reporting**

It is the candidate's responsibility to understand and adhere to mandated reporting state laws and district/school site policies and procedures regarding child abuse, non-accidental physical injury and/or neglect.

## **Student Teaching Expectation Violations**

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

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
  - Admission or eligibility to Clinical Practice
  - Information regarding the site school, the district and/or personnel
  - Information regarding students
  - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
  - Threatening to harm or endanger the safety of any individual in the practicum/field experience setting
  - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the students or the school community members

## **Campus Violence and Substance Abuse Prevention**

The College of Education is committed to an educational environment that is free from violence, both on-campus, off-campus, and at any school placement setting. The Campus Violence and Substance Abuse Prevention policy prohibits and will take immediate action, up to and including expulsion, against the following:

- Threatening statements, behaviors, or acts of violence against students, faculty, and staff
- Acting in a manner which can be interpreted as physical assault or abuse

- Threatening to harm or endanger the safety of others.
- Behaving or acting in a manner which carries the potential for violence or acts of aggression, as interpreted by a reasonable person

Please refer to the [University Policy Handbook](#) for more information on all policies. Failure to comply with the requirements as outlined in the Student Teaching Manual and/or University Policy Handbook may result in a Code of Conduct violation.

## **Unsuccessful Student Teaching Attempts**

Student teaching includes both the in-the-field placement as well as the corresponding online course(s). An unsuccessful attempt in either the placement and/or course requires retake of both the course and the in-the-field placement.

Unsuccessful attempts at student teaching include:

- Cancellation of confirmed placement
- Self-termination
- Termination
- Course Failure

Should a Teacher Candidate wish to change or cancel their student teaching placement, they must immediately contact their Teacher Placement Counselor. Requests for a change in confirmed student teaching placement and/or an unsuccessful attempt at student teaching requires a completed *Clinical Practice Attempt Candidate Response Form*.

Teacher Candidates that request to change or cancel their confirmed placement or have an unsuccessful student teaching attempt may not be eligible to be replaced until a future semester.

An unsuccessful attempt may result in one or more of the following:

- Removal from the student teaching course(s)
- Awarding a W (withdraw) grade in the student teaching course(s)
- Awarding a failing grade for the student teaching course(s)
- Awarding the grade earned in the student teaching course(s)
- Successful completion of required college-level coaching
- Successful completion of a Personal Improvement Plan (PIP)
- Replacement in a new student teaching placement site (This is contingent upon several factors and not guaranteed.)
- Replacement in a new student teaching placement site after the completion of a PIP
- Possible referral to University's Code of Conduct Committee for further review.

In addition, an unsuccessful attempt at student teaching may include financial implications. It is the Teacher Candidate's responsibility to contact their assigned Student Services Counselor to

discuss any financial matters as a result of an unsuccessful student teaching attempt and/or future course repeat(s).

The College of Education's Professional Practices Committee reviews unsuccessful attempts at student teaching and determines all college level penalties. In making their determination, the committee considers the severity of the offense as well as the Teacher Candidate's academic history. The PPC may require the Teacher Candidate complete coaching and/or remediation through a Personal Improvement Plan (PIP) as additional support to best prepare the Teacher Candidates for a future attempt.

As stated in the Grand Canyon [University Policy Handbook](#), student teaching may only be repeated once.

### **Placement Changes and/or Cancellations**

- If a Teacher Candidate chooses to cancel a confirmed placement **30 days or more prior** to the course and/or physical placement start date, the placement will not count as the Teacher Candidate's first attempt at student teaching. This instance will be notated as a cancellation. Confirmed placements may only be canceled once. An additional confirmed placement cancellation will be documented as a first attempt at student teaching.
- If a Teacher Candidate decides to cancel a confirmed placement **30 days or less prior** to the course and/or physical placement start date, the placement will count as the Teacher Candidate's first attempt at student teaching. In this case the Teacher Candidate will receive one additional attempt at student teaching.

Cancellations of confirmed placements may result in a review by the Professional Practices Committee (PPC) and next steps will be determined on a case-by-case basis.

### **Self-termination**

If a Teacher Candidate cancels an assigned student teaching placement after the course and/or physical placement start date, the placement will be documented as an attempt at student teaching. It is the Teacher Candidate's responsibility to contact their assigned Teacher Placement Counselor if the candidate is opting to self-terminate. In addition, it is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of a cancellation or unsuccessful student teaching attempt.

Self-terminations may result in a review by the Professional Practices Committee (PPC) and next steps will be determined on a case-by-case basis.

### **Terminations**

Please understand that at all times Teacher Candidates are guests of the school district and the school site(s) in which they are placed. The Cooperating Teacher and/or GCU Faculty Supervisor may choose to implement an in-class support process for a Teacher Candidate who needs additional support in one or several targeted areas aligned with Professional Dispositions



and/or InTASC standards. If deemed necessary, the GCU Faculty Supervisor will implement the Professional Growth Plan and submit to the College of Education.

It is the prerogative of the district, principal, or Cooperating Teacher to request the placement be terminated at will. In this case, the Professional Growth Plan is not applicable. As such, it is necessary to demonstrate professionalism in word, deed, and action at all times.

If the Teacher Candidate is terminated from the school site, the Teacher Candidate must contact the Teacher Placement Counselor. In addition, it is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of the unsuccessful student teaching attempt.

### **Course Failure**

If the Teacher Candidate fails their online student teaching course, the placement will be documented as an attempt at student teaching. It is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of the unsuccessful student teaching attempt.

### **Personal Improvement Plan (PIP)**

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. Throughout the 4-week PIP, the Teacher Candidate will work with the College of Education to reflect on and remediate any areas of improvement in order to prepare for the next student teaching attempt.

- The student teaching placement site may initiate termination at will. GCU does not employ districts and therefore does not have any jurisdiction of districts' discretion or termination of placement. Candidates should remember that they are guests in the classroom and must follow all school site expectations.
- The Clinical Field Experience Specialist (CFES) works with the student teaching placement site and GCU Faculty Supervisor to confirm that all options have been exhausted. Teacher Candidates have an opportunity to present their perspective in writing to the members of the Professional Practices Committee.
- The CFES collects all student teaching placement site and Teacher Candidate documentation regarding the termination. The College of Education Professional Practices Committee reviews all documentation and decides as to whether the alleged violation or deficiency has been substantiated and which college-level support and/or penalty may apply.
- If a Teacher Candidate is administratively withdrawn from the student teaching course as part of a termination, they will need to redo the student teaching experience (required days and coursework) in a new setting. Teacher Candidates are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC).
- Teacher Candidates will not earn credits or student teaching time for completing a Personal Improvement Plan.

## **Institutional Recommendation (IR)**

Institutional Recommendations (IRs) are issued for teaching programs that lead to initial licensure in Arizona. The IR confirms that a Teacher Candidate has met all requirements, including successful student teaching for the program of study that has been approved by the Arizona State Board of Education. It is the Teacher Candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within 45 days of a candidate's graduation date; otherwise, the Teacher Candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license must complete the programmatic and state licensure which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of student teaching.

Below is an important reminder regarding Institutional Recommendations (IR) and requirements for teacher and principal certification.

**What is an IR?** An Institutional Recommendations (IR) is a document issued by GCU to candidates that have successfully completed an education program that leads to initial licensure. While Arizona refers to this as an Institutional Recommendation (IR), other states may refer to this as a program verification form, college verification form, etc.

**Why is it important?** The IR confirms that a candidate has met all requirements, including successful completion of student teaching or internship for the program of study. It is used when submitting applications for teacher and principal certification.

**What does the candidate need to complete for the IR?** All candidates seeking an Institutional Recommendation for a licensure must complete the programmatic and state licensure. Teaching licensure may include but is not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of student teaching. Testing Reminder: It is the Teacher Candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a teaching certificate.

**How does a candidate obtain the IR?** The candidate will work with their Field Experience Counselor (FEC) to ensure that all requirements have been met. This includes testing and fingerprint clearance. The candidate will also need to work with their Student Services Counselor to ensure they have paid the graduation fee. The IR request is then submitted by the FEC to our credentialing team who will complete the document. A copy will be mailed to the candidate.

**When does the candidate get the IR?** IRs are issued upon graduation and candidate's meeting all programmatic and certification requirements.

### **AZ Certifying Candidates:**

As noted above, IRs for candidates certifying in AZ can be issued only within 45 days of the candidate's last day of attendance/course date. An IR is valid for one year from the date it is issued.

**What happens if the candidate doesn't get the IR in time?** The candidate will need to apply for a transcript analysis with the Arizona Department of Education (or other state department of education) to determine if certification criteria have been met.

**\*\*Please note, the IR cannot be issued until a candidate is in a graduated status.** Candidates in need of an AZ IR must be in a graduated status before the 45-day deadline to receive an IR. To be in a graduated status, final grades must be posted, and the candidate must have completed the graduation application and fee.

**What does the candidate do once he/she has received the IR?** Candidates will submit the IR to the state's Department of Education when applying for teacher or principal certification. Candidates should review their state's Department of Education website and contact their assigned Field Experience Counselor for specific information regarding the state's certification process.

### **Disability Services and Special Accommodations**

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

To start the accommodation process, you can contact the Disability Office as follows: Phone: 602-639-6342; Email: [disabilityoffice@gcu.edu](mailto:disabilityoffice@gcu.edu)

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

### **College of Education Promise**

The College of Education promises to help graduates from Grand Canyon University College of Education's initial or advanced academic programs who are experiencing challenges in their professional practice. Support can include content-area teaching materials, certification testing resources, course curriculum assistance, or faculty mentoring. Email the COE at [coepromise@gcu.edu](mailto:coepromise@gcu.edu). Your COE family is here to assist you in becoming the best educator you can be.

## **Department of Defense Dependent Schools (DoDDS)**

The Department of Defense Dependent Schools (DoDDS) student teaching program is designed to provide overseas student teaching opportunities to Teacher Candidates enrolled full time in an approved teacher program at regionally accredited US colleges and universities. DoDDS agrees to permit Teacher Candidates from Grand Canyon University to student teach in schools designated by DoDDS. DoDDS will advise the University of the number of Teacher Candidates 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 the Cooperating Teacher assigned to the Teacher Candidate.

All Teacher Candidates requesting to teach in a DoDDS must follow the required instructions set forth by DoDDS in order to successfully be placed in the requested school. Passing scores must be on file for DoDDS Teacher Candidates before the relevant application submission date; not before the start date of student teaching. Teacher Candidates are required to submit DoDDS related paperwork prior to the assigned deadlines:

- **April 15th** for the Fall student teaching experience
- **October 15th** for the Spring student teaching experience

Teacher Candidates should contact their assigned Field Experience Counselor with any questions pertaining to the application or to the DoDDS paperwork.

In addition to the GCU student teaching application, Teacher Candidates planning to complete student teaching overseas in a DoDDS must submit a completed DoDDS application and a copy of their Arizona Fingerprint Clearance card to their Field Experience Counselor. Please be advised that military clearance cannot be accepted for fingerprint clearance, as it is against federal regulations for GCU to receive these or have them on file. Teacher Candidates planning to complete the student teaching in the Fall must have this completed and in to their Field Experience Counselor prior to February 1st. Teacher Candidates planning to complete the student teaching in the Spring must have this completed and in to their Field Experience Counselor prior to August 1st. No exceptions. Additional fingerprint clearance of Child Care National Agency and Inquiry (CNACI) will also need to be completed shortly before applying to student teach. The Field Experience Counselor will provide guidance on this process.

The DoDDS application is available from the relevant Field Experience Counselor. Please contact your assigned FEC if you are unsure of this contact point. 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 Field Experience 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 Counselor receives required paperwork from the Teacher Candidate, the Field Experience Counselor 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,” Teacher Candidates 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
  - Teacher Candidates 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
  - Teacher Candidates 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 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 Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate 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.***

## Appendix A

### Single Placement (15 Week Course):

Program	Course ID	Course Length	Time Requirement	Placement Setting
* Please Note: Grade levels may vary slightly depending on the state in which the candidate will be student teaching/certifying				
B.A. in Dance Education B.A. in Theatre Education	ARE-480	15 weeks	70 days	K-12* Dance Classroom K-12* Theatre Classroom
B.S. Early Childhood Education (New Program start dates as of 4/4/2022)	ECE-490	15 weeks	70 days	K-3* multi-subject (ELA, math, science, and social studies) general education elementary classroom
B.S. in Elementary Education B.S. in Elementary Education with an emphasis in Christian Education/STEM/Teaching Reading	ELM-490	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom
B.S. in Elementary Education with an emphasis in ESL	ESL-490	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom with English language learners
B.S. in Biology for Secondary Education B.S. in Business for Secondary Education B.S. in Chemistry for Secondary Education B.S. in Math for Secondary Education	SEC-490	15 weeks	70 days	6 <sup>th</sup> -12 <sup>th</sup> * secondary classroom in content area of study
B.A. in English for Secondary Education B.A. in History for Secondary Education B.A. in Dance for Secondary Education B.A. in Theatre for Secondary Education	SEC-490	15 weeks	70 days	6 <sup>th</sup> -12 <sup>th</sup> * secondary classroom in content area of study
M.Ed. in Special Education: Mild to Moderate	SPD-590	15 weeks	70 days	K-12* mild to moderate special education classroom
M.Ed. in Special Education: Moderate to Severe	SPD-592	15 weeks	70 days	K-12* moderate to severe special education classroom
M.Ed. in Secondary Education with an emphasis in Humanities/STEM M.Ed. in Secondary Humanities Education M.Ed. in Secondary STEM Education	SEC-590	15 weeks	70 days	6 <sup>th</sup> -12 <sup>th</sup> secondary classroom in content area of study

M.Ed. in Elementary Education	ELM-590	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom
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### Dual Placements (8 Week Courses):

Program	Course IDs	Course Length	Time Requirement (75 Total Days)	Placement Setting
* Please Note: Grade levels may vary slightly depending on the state in which the candidate will be student teaching/certifying				
B.A. in Music Education-Choral: Piano/Voice B.A. in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings/Piano	MED-480A	8 weeks	35-40 days	Elementary music classroom
	MED-480B	8 weeks	35-40 days	Secondary music classroom
B.S. in Early Childhood Education (Old Program)	ECH-480	8 weeks	35-40 days	Birth to pre-k classroom
	ECH-485	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
B.S. in Elementary Education and Special Education	EED-480NA/ELM-490A	8 weeks	35-40 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom
	SPE-448NB/SPD-490B	8 weeks	35-40 days	K-12* mild to moderate special education classroom
B.S. in Early Childhood Education and Early Childhood Special Education	ECS-480A	8 weeks	35-40 days	K-3* multi-Subject (ELA, math, science, and social studies) general education classroom
	ECS-480B	8 weeks	35-40 days	K-3* mild to moderate special education classroom
B.S. in Physical Education	PED-480A	8 weeks	35-40 days	K-6* physical education classroom
	PED-480B	8 weeks	35-40 days	7-12* physical education classroom
M.Ed. in Early Childhood Education	ECH-680	8 weeks	35-40 days	Birth to pre-k classroom
	ECH-685	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
M.Ed. in Early Childhood Education and Early Childhood Special Education	ECS-595A	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
	ECS-595B	8 weeks	35-40 days	K-3* mild to moderate special education classroom
M.Ed. in Elementary Education and Special Education	ELM-593A	8 weeks	35-40 days	K-8* multi-subject (ELA, math, science, and social studies) general education classroom
	SPD-593B	8 weeks	35-40 days	K-12* mild to moderate special education classroom



## Single Placements (8 Week Courses):

Program	Course ID	Course Length	Time Requirement	Placement Setting
* Please Note: Grade levels may vary slightly depending on the state in which the candidate will be student teaching/certifying				
B.S. in Elementary Education	EED-480NA	8 weeks	75 total days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom
	EED-480NB	8 weeks		
B.S. in Secondary Education with an emphasis in Biology, Business, Chemistry, English, Mathematics, Physical Education, or Social Studies	SED-480NA	8 weeks	75 total days	6 <sup>th</sup> -12 <sup>th</sup> * secondary classroom in content area of study
	SED-480NB	8 weeks		
M.Ed. in Elementary Education	EED-580NA	8 weeks	75 total days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom
	EED-580NB	8 weeks		
M. Ed. in Secondary Education	SED-580NA	8 weeks	75 total days	6 <sup>th</sup> -12 <sup>th</sup> * secondary classroom in content area of study
	SED-580NB	8 weeks		
M.Ed. in Special Education	SPE-548NA	8 weeks	75 total days	K-12* mild to moderate special education classroom
	SPE-548NB	8 weeks		

## Appendix B

### Suggested Takeover Schedules

#### Single Placement (15 Week) Schedule:

Week	Teacher Candidate	Cooperating Teacher
<ul style="list-style-type: none"> <li>• <b>B.A. in Dance Education, B.A. in Theatre Education (ARE-480)</b></li> <li>• <b>B.S. Elementary Education (ELM-490); emphasis in Christian Education/STEM/Teaching Reading (ELM-490)</b></li> <li>• <b>B.S. Elementary Education with an emphasis in ESL (ESL-490)</b></li> <li>• <b>B.S. Biology/Business/Chemistry/Math for Secondary Education (SEC-490)</b></li> <li>• <b>B.S. Early Childhood Education-New Program (ECE-490)</b></li> <li>• <b>B.A. English/ History/Dance/Theatre for Secondary Education (SEC-490)</b></li> <li>• <b>M.Ed. Elementary Education (ELM-590)</b></li> <li>• <b>M.Ed. Secondary Education; emphasis in Humanities/STEM, M.Ed. in Secondary Humanities Education and M.Ed. in Secondary STEM Education (SEC-590)</b></li> <li>• <b>M.Ed. Special Education: Mild to Moderate (SPD-590)</b></li> <li>• <b>M.Ed. Special Education: Moderate to Severe (SPD-592)</b></li> </ul>		
<b>Prior to Week 1</b>	<p>Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.</p> <p>Contact the Teacher Placement Counselor (TPC) with any questions.</p> <p>Complete the <a href="#">Student Teaching Orientation</a>.</p>	<p>Complete training provided by GCU’s Clinical Field Experience Specialist (CFES).</p> <p>Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.</p> <p>Coordinate schedules for collaborative observations.</p>
<b>Week 1-3</b>	<p>Acclimate to the school and classroom.</p> <p>Introduce yourself to key individuals at your school site; introduce yourself to the students and parents.</p> <p>Discuss curriculum planning, lesson planning and management plans in the classroom with your CT.</p> <p>Observe the CT and begin to transition into teaching lessons.</p> <p>Practice lesson planning each week. Take part in daily and weekly routines.</p> <p>Begin your Student Teaching Evaluation of Performance (STEP) and related coursework.</p> <p>Be prepared for the Clinical Practice Evaluation #1 by the end of week 4.</p>	<p>Assist in acclimating the TC to the school and classroom.</p> <p>Introduce TC to key individuals at your school site; help introduce TC to the students and parents.</p> <p>Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC.</p> <p>Have TC assist with students, teaching lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations.</p> <p>Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP).</p> <p>Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4.</p>

<p><b>Week 4-6</b></p>	<p>Early Childhood/Elementary: Transition to teaching multiple subjects/periods during the day.</p> <p>Secondary: Transition to teaching multiple periods during the day.</p> <p>Work with the CT for ideas, suggestions, and feedback.</p> <p>Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) lesson/unit plan before submission of STEP 5 in your coursework.</p> <p><b>Clinical Practice Evaluation #1 should be completed during week 4.</b></p>	<p>Allow for the TC to begin to teach multiple subjects/periods (ELA, math, science &amp; social studies) during the day.</p> <p>Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments.</p> <p><b>Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.</b></p>
<p><b>Week 7-14</b></p>	<p>Increase responsibility and assume full responsibility of the classroom.</p> <p>Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day.</p> <p>Secondary: Transition to teaching all class periods during the day.</p> <p>Continue working with the CT for ideas, suggestions, and feedback.</p> <p>Make time each day to reflect on your lessons and teaching practice.</p> <p><i>*For Special Education Candidates: Begin planning and organizing information for your IEP Performance Standard and related coursework.</i></p> <p><b>Clinical Practice Evaluation #2 should be completed during week 8.</b></p> <p><b>Clinical Practice Evaluation #3 should be completed during week 11.</b></p>	<p>Gradually increase TC responsibility as appropriate.</p> <p>Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy.</p> <p><i>*For Special Education Candidates: Assist TC with planning and organizing information for their IEP Performance Standard related coursework.</i></p> <p>The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills and contact the GCU Faculty Supervisor for support.</p> <p><b>Clinical Practice Evaluation #2 should be completed during week 8 in collaboration with the GCU Faculty Supervisor.</b></p> <p><b>Clinical Practice Evaluation #3 should be completed during week 11 in collaboration with the GCU Faculty Supervisor.</b></p>

<b>Week 15</b>	Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments.	Begin to transition back into the classroom responsibilities.
	Finalize the Professional Teaching Portfolio. Begin planning for the next step in your career. (This may include asking for letters of recommendation, setting up interviews, etc.)	Be available for questions, ideas, offer suggestions and support.
	Communicate with your Field Experience Counselor to discuss steps towards certification, including your Institutional Recommendation (IR).	Make sure to provide regular and consistent feedback.
	Communicate with your Student Services Counselor to discuss completing your degree requirements and graduation application.	<b>Clinical Practice Evaluation #4 should be completed during week 15 in collaboration with the GCU Faculty Supervisor.</b>
	<b>Clinical Practice Evaluation #4 should be completed during week 15.</b>	<b>Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.</b>
<b>Give the completed Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days.</b>		

**Dual Placement (8 Week) Schedule:**

- **B.S. Early Childhood Education-Old Program (ECH-480 and ECH-485)**
  - **B.S. Elementary Education and Special Education (EED-480NA and **SPE-448NB** old program, ELM-490A and **SPD-490B** revised program)**
  - **B.A. Music Education -Choral: Voice/Piano, B.A. in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings/Piano (MED-480A and MED-480B)**
  - **B.S. Physical Education (PED-480A and PED-480B)**
  - **M.Ed. Early Childhood Education-Old Program (ECH-680 and ECH-685)**
  - **B.S. Early Childhood and Early Childhood Special Education (ECS-480A and **ECS-480B**)**
  - **M.Ed. Early Childhood and Early Childhood Special Education (ECS-595A and **ECS-595B**)**
  - **M.Ed. Elementary Education and Special Education (ELM-593A and **SPD-593A**)**
- \*Special Education**

Week	Teacher Candidate	Cooperating Teacher
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<p><b>Prior to Week 1</b></p>	<p>Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.</p> <p>Contact the Teacher Placement Counselor (TPC) with any questions.</p> <p>Complete <a href="#">Student Teaching Orientation</a>.</p>	<p>Complete training provided by GCU's Clinical Field Experience Specialist (CFES).</p> <p>Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.</p> <p>Coordinate schedules for collaborative observations.</p>
<p><b>Week 1</b></p>	<p>Acclimate to the school and classroom.</p> <p>Introduce yourself to key individuals at your school site; introduce yourself to the students and parents.</p> <p>Discuss curriculum planning, lesson planning and management plans in the classroom with your CT.</p> <p>Observe the CT and begin to transition into teaching lessons.</p> <p>Practice lesson planning each week.</p> <p>Take part in daily and weekly routines.</p> <p>Begin your Student Teaching Evaluation of Performance (STEP) and related coursework.</p> <p><b>*For Special Education Placement B, begin your IEP Performance Standard and related coursework.</b></p>	<p>Assist in acclimating the TC to the school and classroom.</p> <p>Introduce TC to key individuals at your school site; help introduce TC to the students and parents.</p> <p>Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC.</p> <p>Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations.</p> <p>Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP).</p> <p><b>*For Special Education Placement B, assist TC with planning for the IEP Performance Standards.</b></p>
<p><b>Week 2-3</b></p>	<p>Early Childhood/Elementary: Transition to teaching multiple subjects/periods during the day.</p> <p>Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) unit plan before submission of STEP 5 in your coursework.</p> <p>Be prepared for the Clinical Practice Evaluation #1 by the end of week 4.</p> <p><b>*For second 8-week session: Be prepared for Clinical Practice Evaluation #3 by the end of week 4.</b></p>	<p>Allow for the TC to begin to teach all subjects/periods (ELA, math, science &amp; social studies) during the day.</p> <p>Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments.</p> <p>Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4.</p> <p><b>*For second 8-week session: Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #3 by the end of week 4.</b></p>

<p><b>Week 4-7</b></p>	<p>Increase responsibility and assume full responsibility of the classroom.</p> <p>Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day.</p> <p>Work with the CT for ideas, suggestions, and feedback.</p> <p>Make time each day reflect on your lessons and teaching practice.</p> <p><b>Clinical Practice Evaluation #1 should be completed during week 4.</b></p> <p><i>*For second 8-week session: Clinical Practice Evaluation #3 should be completed during week 4.</i></p> <p><b>Clinical Practice Evaluation #2 should be completed during week 7.</b></p> <p><i>*For second 8-week session: Clinical Practice Evaluation #4 should be completed during week 7.</i></p>	<p>Gradually increase TC responsibility as appropriate.</p> <p>Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy.</p> <p>The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills and contact the GCU Faculty Supervisor for support.</p> <p><b>Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.</b></p> <p><i>*For TC's second 8-week session: Clinical Practice Evaluation #3 should be completed during week 4 in collaboration with GCU Faculty Supervisor.</i></p> <p><b>Clinical Practice Evaluation #2 should be completed during week 7 in collaboration with the GCU Faculty Supervisor.</b></p> <p><i>*For TC's second 8-week session: Clinical Practice Evaluation #4 should be completed during week 7 in collaboration with GCU Faculty Supervisor.</i></p>
<p><b>Week 8</b></p>	<p>Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments.</p> <p>Finalize the Professional Teaching Portfolio.</p> <p>Begin planning for the next step in your career. (This may include asking for letters of recommendation, setting up interviews, etc.)</p> <p>Communicate with your Field Experience Counselor to discuss steps towards certification, including requesting your Institutional Recommendation (IR).</p> <p>Communicate with your Student Services Counselor to discuss completing your degree requirements and graduation application.</p>	<p>Begin to transition back into the classroom responsibilities.</p> <p>Be available for questions, ideas, offer suggestions and support.</p> <p>Make sure to provide regular and consistent feedback.</p> <p><b>Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.</b></p>

	<p><b>Give the Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days.</b></p>	
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**Single Placement (16 Week Courses) Schedule:**

<ul style="list-style-type: none"> <li>• <b>B.S. Elementary Education (EED-480NA and EED-480NB)</b></li> <li>• <b>B.S. Secondary Education (SED-480NA and SED-480NB)</b></li> <li>• <b>M.Ed. Elementary Education (EED-580NA and EED-580NB)</b></li> <li>• <b>M.Ed. Secondary Education (SED-580NA and SED-580NB)</b></li> </ul>		
Week	Teacher Candidate	Cooperating Teacher
<b>Prior to Week 1</b>	<p>Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.</p> <p>Contact the Teacher Placement Counselor (TPC) with any questions.</p> <p>Complete the <a href="#">Student Teaching Orientation</a>.</p>	<p>Complete training provided by GCU’s Clinical Field Experience Specialist (CFES).</p> <p>Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.</p> <p>Coordinate schedules for collaborative observations.</p>

<p><b>Week 1-3</b></p>	<p>Acclimate to the school and classroom. Introduce yourself to key individuals at your school site; introduce yourself to the students and parents.</p> <p>Discuss curriculum planning, lesson planning and management plans in the classroom with your CT.</p> <p>Observe the CT and begin to transition into teaching lessons.</p> <p>Practice lesson planning each week.</p> <p>Take part in daily and weekly routines.</p> <p>Begin your Student Teaching Evaluation of Performance (STEP) and related coursework.</p> <p>Be prepared for the Clinical Practice Evaluation #1 by the end of week 4.</p>	<p>Assist in acclimating the TC to the school and classroom.</p> <p>Introduce TC to key individuals at your school site; help introduce TC to the students and parents.</p> <p>Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC.</p> <p>Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations.</p> <p>Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP).</p> <p>Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4.</p>
<p><b>Week 4-6</b></p>	<p>Early Childhood/Elementary: Transition to teaching multiple subjects/periods (ELA, math, science &amp; social studies) during the day.</p> <p>Secondary: Transition to teaching multiple periods during the day.</p> <p>Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) unit plan before submission of STEP 5 in your coursework.</p> <p><b>Clinical Practice Evaluation #1 should be completed during week 4</b></p>	<p>Allow for the TC to begin to teach multiple subjects/periods (ELA, math, science &amp; social studies) during the day.</p> <p>Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments.</p> <p><b>Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.</b></p>



<p><b>Week 7-14</b></p>	<p>Increase responsibility and assume full responsibility of the classroom.</p> <p>Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day.</p> <p>Secondary: Transition to teaching all class periods during the day.</p> <p>Work with the CT for ideas, suggestions, and feedback.</p> <p>Make time each day reflect on your lessons and teaching practice.</p> <p><b>Clinical Practice Evaluation #2 should be completed during week 7.</b></p> <p><b>Clinical Practice Evaluation #3 should be completed during week 12.</b></p>	<p>Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy.</p> <p>The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills and contact the GCU Faculty Supervisor for support.</p> <p><b>Clinical Practice Evaluation #2 should be completed during week 7 in collaboration with the GCU Faculty Supervisor.</b></p> <p><b>Clinical Practice Evaluation #3 should be completed during week 12 in collaboration with the GCU Faculty Supervisor.</b></p>
<p><b>Week 15-16</b></p>	<p>Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments.</p> <p>Finalize the Professional Teaching Portfolio.</p> <p>Begin planning for the next step in your career. (This may include asking for letters of recommendation, setting up interviews, etc.)</p> <p>Communicate with your Field Experience Counselor to discuss steps towards certification, including requesting your Institutional Recommendation (IR).</p> <p>Communicate with your Student Services Counselor to discuss completing your degree requirements and graduation application.</p> <p><b>Clinical Practice Evaluation #4 should be completed during week 15.</b></p> <p><b>Give the completed Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days.</b></p>	<p>Begin to transition back into the classroom responsibilities.</p> <p>Be available for questions, ideas, offer suggestions and support.</p> <p>Make sure to provide regular and consistent feedback.</p> <p><b>Clinical Practice Evaluation #4 should be completed during week 15 in collaboration with the GCU Faculty Supervisor.</b></p> <p><b>Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.</b></p>