Grand Canyon University
Student Teaching Clinical Practice Manual

© 2020. Grand Canyon University. All Rights Reserved.

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 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

© 2020. Grand Canyon University. All Rights Reserved.

Table of Contents

Table of Contents 3

Introduction 5

Disclaimer 5

College of Education Mission Statement 5

Statement of Education Philosophy 6

College of Education – Learning, Leading, Serving Pledge 7

Professional Learning Network (PLN) 8

Student Teaching Eligibility Requirements 8

Student Teaching Application 9

Confirmed Student Teaching Placement(s) 10

Placement Changes and/or Cancellations 11

Student Teaching Roles 11

Teacher Candidate Responsibilities 13

Cooperating Teacher Responsibilities 13

Mentor Responsibilities 14

GCU Faculty Supervisor Responsibilities 15

Student Teaching Time Requirement 16

Student Teaching Course 17

Clinical Practice Evaluations 18

Curriculum/ Lesson Planning 19

State Mandated Assessments 19

Student Teaching Expectation Violations 19

Campus Violence and Substance Abuse Preve48ntion 20

© 2020. Grand Canyon University. All Rights Reserved.

Teacher Candidate Professional Growth Plan and Unsuccessful Attempts 20
Institutional Recommendation (IR) 22
Disability Services and Special Accommodations 22
College of Education Promise 22
Department of Defense Dependent Schools (DoDDS) 23
References: 26
Appendix A 27
Appendix B 30

© 2020. Grand Canyon University. All Rights Reserved.

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 Mission Statement

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

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

© 2020. Grand Canyon University. All Rights Reserved.

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

Statement of Education Philosophy

Learning, Leading, Serving



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

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

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

© 2020. Grand Canyon University. All Rights Reserved.

Student Teaching: Serving

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

College of Education – Learning, Leading, Serving Pledge

In keeping with Grand Canyon University's Christian heritage, in the College of Education we find our purpose and calling in teaching, and we seek to lead others to reach their God-given potential by integrating faith into our work.

We believe all students can learn and are deserving of highly effective, innovative, skilled, committed and compassionate educators who ensure that all their students learn to the best of their abilities.

We believe education is a powerful tool to purposefully engage a multicultural, global community to make a difference in a changing world.

We believe in the spirit of servant leadership and are committed to serving all students within our local and broader educational communities, and to leading with creativity and innovation in our profession with a commitment to personal integrity, professional ethics, collaboration, and excellence for all.

As a Grand Canyon University College of Education, Teacher Candidate / Teacher/ Educator I pledge to:

1) Enter my class as a professional educator, fully prepared every day.
2) Maximize learning for all students, inspiring them to achieve at their highest potential.
3) Approach teaching and learning for all students with the heart of a servant leader.
4) Be a culturally responsive educator, engaging with and advocating for social justice, and supporting each student and their unique learning needs.
5) Model personal integrity, professional ethics, collaboration, and excellence for all.
6) Be a lifelong learner to advance my commitment as a professional educator.

This pledge is made to affirm my commitment and devotion to learning, leading and serving.

© 2020. Grand Canyon University. All Rights Reserved.

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.

© 2020. Grand Canyon University. All Rights Reserved.

- Pass the state-specified basic skills and content area exams prior to applying for the clinical practice/student teaching experience.
- 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.

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 unsuccessful 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.

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 1st** is the deadline for the Fall student teaching experience
- **May 1st** is the deadline for the Springs student teaching experience

Non-Traditional (Online) Students

- **February 1st** is the deadline for the Fall student teaching experience
- **August 1st** 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

© 2020. Grand Canyon University. All Rights Reserved.

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 *Clinical Practice/Student Teaching Placement Requirements* and *Unpaid Clinical Practice/Student Teaching (Initial Program/Teacher Licensure Only)* policy 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.

© 2020. Grand Canyon University. All Rights Reserved.

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.)

Placement Changes and/or Cancellations

Grand Canyon University is committed to building strong relationships with its cooperating districts/schools and fostering growth in its Teacher Candidates. As such, 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 requires a completed *Clinical Practice Attempt Candidate Response Form*. Request for a change in the student teaching placement will be addressed on an individual basis. Teacher Candidates that request to change or cancel their confirmed placement may not be eligible to be replaced until a future semester.

- 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.

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

© 2020. Grand Canyon University. All Rights Reserved.

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 Supervisors.

© 2020. Grand Canyon University. All Rights Reserved.

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 (i.e. 4 weeks of full take over for an 8-week placement and 8 weeks for a 15/16 week placement). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others.

- 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.
- Observes, assists, teaches, and gradually transitions to full takeover of the classroom for a **minimum** of 50% of the placement. (Refer to the Suggested Takeover Schedules in Appendix B.)
- Engages in lesson planning, instruction, classroom management, and reflection guided by the Cooperating Teacher/Mentor.
- 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.

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

© 2020. Grand Canyon University. All Rights Reserved.

- 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

© 2020. Grand Canyon University. All Rights Reserved.

- 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

© 2020. Grand Canyon University. All Rights Reserved.

- 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:

© 2020. Grand Canyon University. All Rights Reserved.

- **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.

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.

© 2020. Grand Canyon University. All Rights Reserved.

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

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.
- 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 Poral and submit to the LoudCloud assignment submission space.
- Grade: The course instructor provides the assignment grade based on the evaluation score.

*For Clinical Practice Evaluation #4, a score addendum will also be generated. Submit both the evaluation and score addendum in the online course.

Clinical Practice Evaluation #1: Professional Dispositions
Clinical Practice Evaluation #2: InTASC Standards
Clinical Practice Evaluation #3: InTASC Standards

© 2020. Grand Canyon University. All Rights Reserved.

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.

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

© 2020. Grand Canyon University. All Rights Reserved.

  - 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.

Teacher Candidate Professional Growth Plan and Unsuccessful Attempts

Transitioning professional practice from theory to practice in the field can be challenging. As such, the Cooperating Teacher and/or GCU Faculty Supervisor may choose to implement an in-class support process for a Teacher Candidate who needs additional support in one or several targeted areas aligned with 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.

© 2020. Grand Canyon University. All Rights Reserved.

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

The College of Education's Clinical Practice Attempt Committee 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. A college level action may include but is not limited to:

- Removal from student teaching course
- Awarding a failing grade for the student teaching course(s)
- Awarding the grade earned in the student teaching course (s)
- Awarding a W (withdraw) grade in the student teaching course(s)
- Completion of an 8-week remediation plan
- Immediate replacement in a new student teaching placement site
- Replaced in a new student teaching placement site after the completion of an 8-week remediation plan
- Possible referral to University Office of Academic Compliance

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

A remedial Corrective Action Plan (CAP) may be implemented if the Teacher Candidate has an unsuccessful student teaching attempt. Throughout the 8-week CAP, the Teacher Candidate will work with the College of Education to reflect on and remediate any deficiencies. If a CAP is implemented, the successful completion of the CAP is required to be eligible for a second and final attempt at student teaching.

- The student teaching placement site may initiate termination. The Clinical Field Experience Specialist 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 Clinical Practice Attempt Committee.
- The Clinical Field Experience Specialist collects all student teaching placement site and Teacher Candidate documentation regarding the termination. The College of Education Clinical Practice Attempt 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

© 2020. Grand Canyon University. All Rights Reserved.

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 hours for completing a Corrective Action 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 clinical practice/student teaching.

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

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

GCU and the College of Education promise assistance to any graduates of our teacher and principal preparation programs who are experiencing difficulty in their first year of teaching or leading. Believing

© 2020. Grand Canyon University. All Rights Reserved.

in the excellence of our programs, we will provide assistance to any graduate recommended by GCU for teaching or principal certification.

In 1984, GCU and the College of Education began offering graduates of our licensure programs assistance when needed at no expense to the school district or to the teacher/principal graduate. The need for assistance may be requested by the GCU graduate, the principal or the superintendent. The appropriate assistance will be determined by the College of Education and can range from the graduate taking a refresher course in the area of difficulty to receiving mentoring by faculty who will coach in such areas as curriculum planning and design, classroom and time management, content presentation and individualized instruction.

To submit a request or for questions about the College of Education Promise, email us at coepromise@gcu.edu.

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

© 2020. Grand Canyon University. All Rights Reserved.

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.

© 2020. Grand Canyon University. All Rights Reserved.

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***

© 2020. Grand Canyon University. All Rights Reserved.

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.

References:

Association for Childhood Education International (ACEI) – Elementary Education Placements

Council for Exceptional Children (CEC) – Early Childhood Special Education Placements

Council for Exceptional Children (CEC) – Special Education Placements

National Association for the Education of Young Children (NAEYC) – Early Childhood Placements

National Association for Sport & Physical Education (NASPE) – Physical Education Placements

National Business Education Association (NBEA) – Secondary Business Education Placements

National Council for the Social Studies (NCSS) – Secondary History Placements

National Council of Teachers of English (NCTE) – Secondary English Placements

National Council of Teachers of Mathematics (NCTM) – Secondary Math Placements

AMLE Association of Middle Level Education (formerly NMSA) – Middle School Placements

National Science Teachers Association (NSTA) – Secondary Science Placements

© 2020. Grand Canyon University. All Rights Reserved.

Appendix A

Student Teaching Placement Chart

Program	Course ID	Course Length	Time Requirement	Placement Setting
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	A 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	A multi-subject (ELA, math, science, and social studies) general education elementary classroom with English language learners
B.S in Biology/Business Chemistry/Math for Secondary Education	SEC-490	15 weeks	70 days	Secondary classroom in content area of study
B.A. in English / History/ Dance/Theatre for Secondary Education	SEC-490	15 weeks	70 days	Secondary classroom in content area of study
M.Ed. in Special Education: Mild to Moderate	SPD-590	15 weeks	70 days	Mild to moderate special education classroom
M.Ed. in Special Education: Moderate to Severe	SPD-592	15 weeks	70 days	Moderate to severe special education classroom
M.Ed. in Secondary Education with an emphasis in Humanities/STEM and M.Ed. in Secondary Humanities Education, and M.Ed. in Secondary STEM Education	SEC-590	15 weeks	70 days	Secondary classroom in content area of study
M.Ed. in Elementary Education	ELM-590	15 weeks	70 days	A multi-subject (ELA, math, science, and social studies) general education elementary classroom

Single Placement (15 Week Course)

© 2020. Grand Canyon University. All Rights Reserved.

Dual Placement Programs (8 Week Courses):

Program	Course IDs	Course Length	Time Requirement (75 Total Days)	Placement Setting
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	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	A multi-subject (ELA, math, science, and social studies) general education elementary classroom
	SPE-448NB/SPD-590B	8 weeks	35-40 days	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 SPED 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

© 2020. Grand Canyon University. All Rights Reserved.

Program	Course ID	Course Length	Time Requirement	Placement Setting
B.S. in Elementary Education	EED-480NA	8 weeks	75 total days	A multi-subject (ELA, math, science, and social studies) general education elementary classroom
	EED-480NB	8 weeks		
B.S. in Secondary Education (emphasis in Biology, Business, Chemistry, English, Mathematics, Physical Education, or Social Studies)	SED-480NA	8 weeks	75 total days	Secondary Classroom in Content Area of Study
	SED-480NB	8 weeks		
M.Ed. in Elementary Education	EED-580NA	8 weeks	75 total days	A 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	Secondary classroom in content area of study
	SED-580NB	8 weeks		
M.Ed. in Special Education	SPE-548NA	8 weeks	75 total days	Mild to moderate special education classroom
	SPE-548NB	8 weeks		

Single Placement (8 Week Courses):

© 2020. Grand Canyon University. All Rights Reserved.

Appendix B
Suggested Takeover Schedules

Single Placement (15 Week) Schedule:

- **B.S. Elementary Education (ELM-490); emphasis in Christian Education/STEM/Teaching Reading (ELM-490)**
- **B.S. Elementary Education with an emphasis in ESL (ESL-490)**
- **M.Ed. Elementary Education (ELM-590)**
- **B.S. Biology/Business/Chemistry/Math for Secondary Education (SEC-490)**
- **B.A. English/ History/Dance/Theatre for Secondary Education (SEC-490)**
- **M.Ed. Secondary Education; emphasis in Humanities/STEM, M.Ed. in Secondary Humanities Education and M.Ed. in Secondary STEM Education (SEC-590)**
- **M.Ed. Special Education: Mild to Moderate (SPD-590)**
- **M.Ed. Special Education: Moderate to Severe (SPD-592)**

Week	Teacher Candidate	Cooperating Teacher
Prior to Week 1	Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Contact the Teacher Placement Counselor (TPC) with any questions. Complete the Student Teaching Orientation.	Complete training provided by GCU's Clinical Field Experience Specialist (CFES). Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Coordinate schedules for collaborative observations.

© 2020. Grand Canyon University. All Rights Reserved.

Week 1-3	Acclimate to the school and classroom. Introduce yourself to key individuals at your school site; introduce yourself to the students and parents. Discuss curriculum planning, lesson planning and management plans in the classroom with your CT. Observe the CT and begin to transition into teaching lessons. Practice lesson planning each week. Take part in daily and weekly routines. Begin your Student Teaching Evaluation of Performance (STEP) and related coursework. Be prepared for the Clinical Practice Evaluation #1 by the end of week 4.	Assist in acclimating the TC to the school and classroom. Introduce TC to key individuals at your school site; help introduce TC to the students and parents. Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC. Have TC assist with students, teaching lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP). Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4.
Week 4-6	Early Childhood/Elementary: Transition to teaching multiple subjects/periods during the day. Secondary: Transition to teaching multiple periods during the day. Work with the CT for ideas, suggestions, and feedback. Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) lesson/unit plan before submission of STEP 5 in your coursework. **Clinical Practice Evaluation #1 should be completed during week 4.**	Allow for the TC to begin to teach multiple subjects/periods (ELA, math, science & social studies) during the day. Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments. **Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.**
Week 7-14	Increase responsibility and assume full responsibility of the classroom. Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day. Secondary: Transition to teaching all class periods during the day. Continue working with the CT for ideas, suggestions, and feedback. Make time each day to reflect on your lessons and teaching practice. *For Special Education Candidates: Begin planning and organizing information for your IEP Performance Standard and related coursework. **Clinical Practice Evaluation #2 should be completed during week 8.** **Clinical Practice Evaluation #3 should be completed during week 11.**	Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy. *For Special Education Candidates: Assist TC with planning and organizing information for their IEP Performance Standard related coursework. 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. **Clinical Practice Evaluation #2 should be completed during week 8 in collaboration with the GCU Faculty Supervisor.** **Clinical Practice Evaluation #3 should be completed during week 11 in collaboration with the GCU Faculty Supervisor.**

© 2020. Grand Canyon University. All Rights Reserved.

Week 15	Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments. 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.) Communicate with your Field Experience Counselor to discuss steps towards certification, including your Institutional Recommendation (IR). Communicate with your Student Services Counselor to discuss completing your degree requirements and graduation application. **Clinical Practice Evaluation #4 should be completed during week 15.** **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.**	Begin to transition back into the classroom responsibilities. Be available for questions, ideas, offer suggestions and support. Make sure to provide regular and consistent feedback. **Clinical Practice Evaluation #4 should be completed during week 15 in collaboration with the GCU Faculty Supervisor.** **Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.**

Dual Placement (8 Week Courses) Schedule:

- **B.S. Early Childhood Education (ECH-480 and ECH-485)**
- **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 (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)**
- **B.S. Elementary Education and Special Education (EED-480NA and *SPE-448NB old program, ELM-490A and SPD-490B revised program)**
  ***Special Education**

Week	Teacher Candidate	Cooperating Teacher
Prior to Week 1	Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Contact the Teacher Placement Counselor (TPC) with any questions. Complete Student Teaching Orientation.	Complete training provided by GCU's Clinical Field Experience Specialist (CFES). Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Coordinate schedules for collaborative observations.

© 2020. Grand Canyon University. All Rights Reserved.

Week 1	Acclimate to the school and classroom. Introduce yourself to key individuals at your school site; introduce yourself to the students and parents. Discuss curriculum planning, lesson planning and management plans in the classroom with your CT. Observe the CT and begin to transition into teaching lessons. Practice lesson planning each week. Take part in daily and weekly routines. Begin your Student Teaching Evaluation of Performance (STEP) and related coursework. *For Special Education Placement B, begin your IEP Performance Standard and related coursework.	Assist in acclimating the TC to the school and classroom Introduce TC to key individuals at your school site; help introduce TC to the students and parents. Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC. Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP). *For Special Education Placement B, assist TC with planning for the IEP Performance Standards.
Week 2-3	Early Childhood/Elementary: Transition to teaching multiple subjects/periods during the day. Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) unit plan before submission of STEP 5 in your coursework. Be prepared for the Clinical Practice Evaluation #1 by the end of week 4. *For second 8-week session: Be prepared for Clinical Practice Evaluation #3 by the end of week 4.	Allow for the TC to begin to teach all subjects/periods (ELA, math, science & social studies) during the day. Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments. Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4. *For second 8-week session: Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #3 by the end of week 4.
Week 4-7	Increase responsibility and assume full responsibility of the classroom. Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day. Work with the CT for ideas, suggestions, and feedback. Make time each day reflect on your lessons and teaching practice. **Clinical Practice Evaluation #1 should be completed during week 4.** *For second 8-week session: Clinical Practice Evaluation #3 should be completed during week 4. **Clinical Practice Evaluation #2 should be completed during week 7.**	Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy. 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. **Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.** *For TC's second 8-week session: Clinical Practice Evaluation #3 should be completed during week 4 in collaboration with GCU Faculty Supervisor.

© 2020. Grand Canyon University. All Rights Reserved.

	*For second 8-week session: Clinical Practice Evaluation #4 should be completed during week 7.	**Clinical Practice Evaluation #2 should be completed during week 7 in collaboration with the GCU Faculty Supervisor.** *For TC's second 8-week session: Clinical Practice Evaluation #4 should be completed during week 7 in collaboration with GCU Faculty Supervisor.
Week 8	Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments. 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.) Communicate with your Field Experience Counselor to discuss steps towards certification, including requesting your Institutional Recommendation (IR). Communicate with your Student Services Counselor to discuss completing your degree requirements and graduation application. **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.**	Begin to transition back into the classroom responsibilities. Be available for questions, ideas, offer suggestions and support. Make sure to provide regular and consistent feedback. **Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.**

Single Placement (8 Week Courses) Schedule:

- **B.S. Elementary Education (EED-480NA and EED-480NB)**
- **B.S. Secondary Education (SED-480NA and SED-480NB)**
- **M.Ed. Elementary Education (EED-580NA and EED-580NB)**
- **M.Ed. Secondary Education (SED-580NA and SED-580NB)**

Week	Teacher Candidate	Cooperating Teacher
Prior to Week 1	Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Contact the Teacher Placement Counselor (TPC) with any questions. Complete the Student Teaching Orientation.	Complete training provided by GCU's Clinical Field Experience Specialist (CFES). Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Coordinate schedules for collaborative observations.

© 2020. Grand Canyon University. All Rights Reserved.

Week 1-3	Acclimate to the school and classroom. Introduce yourself to key individuals at your school site; introduce yourself to the students and parents. Discuss curriculum planning, lesson planning and management plans in the classroom with your CT. Observe the CT and begin to transition into teaching lessons. Practice lesson planning each week. Take part in daily and weekly routines. Begin your Student Teaching Evaluation of Performance (STEP) and related coursework. Be prepared for the Clinical Practice Evaluation #1 by the end of week 4.	Assist in acclimating the TC to the school and classroom Introduce TC to key individuals at your school site; help introduce TC to the students and parents. Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC. Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP). Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4.
Week 4-6	Early Childhood/Elementary: Transition to teaching multiple subjects/periods (ELA, math, science & social studies) during the day. Secondary: Transition to teaching multiple periods during the day. Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) unit plan before submission of STEP 5 in your coursework. **Clinical Practice Evaluation #1 should be completed during week 4**	Allow for the TC to begin to teach multiple subjects/periods (ELA, math, science & social studies) during the day. Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments. **Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.**
Week 7-14	Increase responsibility and assume full responsibility of the classroom. Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day. Secondary: Transition to teaching all class periods during the day. Work with the CT for ideas, suggestions, and feedback. Make time each day reflect on your lessons and teaching practice. **Clinical Practice Evaluation #2 should be completed during week 7.**	Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy. 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. **Clinical Practice Evaluation #2 should be completed during week 7 in collaboration with the GCU Faculty Supervisor.**

© 2020. Grand Canyon University. All Rights Reserved.

	Clinical Practice Evaluation #3 should be completed during week 12.	**Clinical Practice Evaluation #3 should be completed during week 12 in collaboration with the GCU Faculty Supervisor.**
Week 15-16	Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments. 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.) Communicate with your Field Experience Counselor to discuss steps towards certification, including requesting your Institutional Recommendation (IR). Communicate with your Student Services Counselor to discuss completing your degree requirements and graduation application. **Clinical Practice Evaluation #4 should be completed during week 15.** **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.**	Begin to transition back into the classroom responsibilities. Be available for questions, ideas, offer suggestions and support. Make sure to provide regular and consistent feedback. **Clinical Practice Evaluation #4 should be completed during week 15 in collaboration with the GCU Faculty Supervisor.** **Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.**

© 2020. Grand Canyon University. All Rights Reserved.