

2025-2026 Teacher Candidate Handbook



Professional Education Programs



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Letter from the Director of the Professional Education Programs

Dear Teacher Candidates,

Congratulations! You are about to embark upon an exciting and most rewarding semester as you prepare to be a professional educator. The student teaching experience will influence your professional development more than any other practice you have encountered thus far in your professional preparation. Consider this experience a privilege that requires a professional commitment to the students in the classroom, the school community, and the district. They have welcomed you as a “guest in their house” with the understanding that your primary responsibility is to the continued learning of students.

The student teaching experience is shaped to provide an opportunity to put theory and skills into practice. During this experience, you will be mastering professional knowledge, skills, and dispositions. You will be learning to work cooperatively within a school system, adjust to schedule changes (sometimes on an hourly basis), maintain accurate records, and relate in a positive and cooperative way with co-workers, students, parents, and administrators. This experience will also provide the opportunity to build confidence as an educator, defining the shift from student to professional.

There are several professionals involved in your student teaching experience who will work with you to provide opportunities for a successful student teaching semester. The success of your experience is a cooperative effort between you, the university supervisor, and the cooperating teacher. Effective communication will aid in your success!

The university supervisor will be available to you for continued support and guidance throughout your student teaching experience. Each supervisor has a valuable past within education and brings expertise from the classroom and profession.

The cooperating teacher is your daily mentor who was carefully recommended by the administrator of the school and/or district. The cooperating teacher plays a critical role in providing quality, constructive feedback to guide and shape you as a future teacher.

Effective communication between you, the cooperating teacher and the university supervisor is essential for a successful student teaching experience. The expectation is that ‘the team’ will collaborate as professionals, recognizing the student teacher as a “practicing-to-be” first year teacher!

The goal of the Professional Education Programs is to prepare you for a successful teaching career. Make time to thank the students, districts, schools, principals, cooperating teachers, parents, and administrators who have made your student teaching assignment possible!

Best wishes for your upcoming semester!

Sincerely,



Director of Student Teaching
and the Professional Education
Programs
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Introduction

The goal of the Teacher Candidate Handbook is to provide information for the student teaching community at large about the expectations of teacher candidates during the student teaching experience. As an institution, Northern Arizona University has embraced the values of excellence in education (*rigorous and high quality*), student success (*placing learner needs at the center of planning*), educational access, diversity, integrity, and civility. The Handbook provides the guidelines for the student teaching experience and outline goals and expectations that are expected of NAU teacher candidates in alignment with these values.

The teacher candidates are expected to honor the ethical, professional, and conduct guidelines specified in the *Model Code of Ethics for Educators* (MCEE) along with school and district policies. The teacher candidate must adhere to professional expectations.

Liability Protection for Teacher Candidates/Student [Teaching] Internship Coverage

NAU students enrolled in approved University internship or externship programs and who are within the course and scope of their State-authorized activities, are provided professional and general liability coverage by the State of Arizona, Risk Management Division, under Arizona Revised Statute §41-621.A.3.

However, if the student intern is paid by the outside company or party as an employee while performing his/her NAU internship or externship program, the student intern would be covered under his/her employer's insurance. The State's coverage would apply only if the student was an unpaid intern.

For more information on Student Internship Coverage, contact the Insurance Officer with Property and Liability Insurance Services, at (928) 523-2009.

Model Code of Ethics for Educators

Modified and adopted by the Professional Educator Programs.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

- B.** The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:
1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
 2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
 3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
 4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate;
 5. Cooperating fully during ethics investigations and proceedings;
- C.** The professional educator promotes and advances the profession within and beyond the school community by:
1. Engaging in respectful discourse regarding issues that impact the profession;
 2. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
 3. Actively participating in educational and professional organizations and associations;

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

- A.** The professional educator demonstrates commitment to high standards of practice through:
1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
 2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
 3. Advocating for equitable educational opportunities for all students;
 4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
 5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis;
 6. And committing to ongoing professional learning.
- B.** The professional educator demonstrates responsible use of data, materials, research and assessment by:
1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
 2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws;
 6. And Using data, data sources, or findings accurately and reliably.
- C.** The professional educator acts in the best interest of all students by:
1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
 2. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students;
9. And considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socioeconomic status, and culture;
3. And establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student;
3. And protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
2. Considering the implication of accepting gifts from or giving gifts to parents/guardians;
3. And maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. *The professional educator promotes effective and appropriate relationships with colleagues by:*

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration;
3. And maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g., original lesson plans, district level curricula, syllabi, grade books, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession;
4. And considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by:*

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers (teacher candidates), colleagues, and supervisors;
4. And ensuring that professional responsibilities to paraprofessionals, student teachers (teacher candidates) or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;

3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts;
7. And exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others;
3. And monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records;
3. And ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
3. And promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

All teacher candidates accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development according to the Model Code of Ethics for Educators.

Teacher candidates are students of Northern Arizona University. **STUDENT CONDUCT:** When a student accepts admission to Northern Arizona University, the university assumes that the student thereby agrees to conduct him/herself in accordance with university standards. The university reserves the right, on the recommendation of the Dean of Students (designee) to terminate at any time the enrollment of a student who proves to be an undesirable member of the student body.

NAU is committed to preparing competent and committed professionals who will make positive differences for children, young adults, and others in schools. Documented conduct unbecoming to a professional may result in removal from student teaching and/or the University ([Code of Conduct](#)).

Teacher Candidate General Information

Student teaching requires a full-time, continuous commitment and is considered the “culminating experience” of the Professional Education Programs. Student teaching is a semester experience that involves one or two placements. Clearly understanding the information, expectations, and dedication to effective teaching will provide a pathway to successfully completing your experience. Now is your time to shine as an anxious mentee who is eager to learn the daily practice of successful teaching.

Documents and supporting information are provided in the Appendices of the Handbook. References to specific resources are indicated within parentheses. Below are some specific responsibilities to prepare for the student teaching experience:

Getting Ready for the Experience

Student teaching will be the most challenging and rewarding part of your education! Planning is a quality that all teachers, especially teacher candidates, must embrace throughout their professional years. Taking responsibility for putting planning into action will help establish a firm foundation to begin the semester. In addition to the paperwork needed for documentation, you must take the initiative to contact your cooperating teacher to plan an initial meet-and-greet day. Demonstrating initiative, communication, commitment, responsibility, professionalism, and thoughtfulness can set the stage for a productive, collaborative semester!

Canvas Student Teaching course

Student Teaching courses are web-enhanced, providing access to the Handbook, Syllabus, and student teaching information through Canvas. Once you have read the Handbook and Syllabus, each teacher candidate is required to complete the Orientation quiz within Canvas and the Culturally Responsive Teaching Assessment survey (auto-sent to your NAU email) within the first two days of the student teaching experience. **You WILL NOT have access to the full course until you have passed the Orientation quiz.** All student teaching materials will be available in the Canvas course. Teacher candidates are expected to submit specific documents and assignments within the appropriate course submission areas by the due dates established with the university supervisor. Take some time to navigate the shell and familiarize yourself with the links and information.

Cell phones, Email, Facebook, Twitter...

Become comfortable with the “day and the life of a full-time teacher”. It is expected that cell phones, email, Facebook, Twitter, etc. are not used while you are engaged with students throughout the school day. Start to plan the day knowing you will not have access to these types of communication venues. Making a “life adjustment” now will help you transition into the professional role of a teacher.

Cell phones could be allowed in classrooms as long as they are silenced and put away. You will need to ask the cooperating teacher for the appropriate times to check messages and return calls. **NOTE:** Some schools do not allow cell phones in the classroom. Make sure you know the school phone number to provide to the appropriate people for emergencies only use.

Facebook, Twitter, Snapchat, etc. are all public media. As a professional, you will be held to the standards of professional teachers. Consider the pictures, words, tags, etc. that could have a negative or inappropriate connotation. Start the process now to “delink” yourself from negative publicity. Check with the school/district for the policies about social/public media sites. Do NOT “friend” any students or their family members; give personal cell phone numbers; or any sort of personal contact information!

Schools/Districts are starting to use public media to reach out to parents and students. It is highly recommended that you work within the shadow of your cooperating teacher to understand the policies for publishing material, pictures,

blogs, etc. **NEVER** send an email to a parent/guardian/student family member without the knowledge and approval of your cooperating teacher and building principal. This is a “mentoring” semester, and being a mentee can best prepare you for the first year of teaching.

Course Registration

Teacher candidates **MUST** be registered in the correct course/s and section/s of student teaching **PRIOR** to the start of the student teaching experience. **Temporary** section numbers were provided to you in your confirmation of placement letter. After university supervisors are assigned, the Professional Education Programs will “swap” your student teaching courses to put you into the correct course aligned with your assigned university supervisor. Teacher candidates not appropriately registered for the student teaching course/s may be removed from the experience immediately, which may delay completion of the program and graduation.

Syllabus

Each teacher candidate has access to the Student Teaching Syllabus within Canvas. There you will find the general description of the course along with outcomes, required materials, outline of requirements and expectations, assessments and evaluations, grading structure, alerts, infractions and consequences, and course policies.

This is the general syllabus for all course sections of student teaching and provides the minimum requirements for all teacher candidates. Departments, supervisors, and cooperating teachers reserve the right as the Instructor of Record to amend the general syllabus to fulfill (additional) reasonable requirements.

Cooperating Teacher (CT)

Plan to contact your cooperating teacher upon receipt of your finalized placement. Make a call (leaving a message) **AND** send an email to establish an initial meeting. Respect their schedules and be understanding that there could be a delay in responding. It is imperative that you leave detailed messages, speaking clearly and spelling your name to alleviate misinterpretation. Provide possible times you could be reached, making sure there are many opportunities to connect. Make every attempt to introduce yourself to the principal and front office personnel. This should be done prior to the start of the semester whenever possible!

You have been partnered with a cooperating teacher who has been recommended as a quality mentor for a teacher candidate. This is an opportunity to experience quality teaching modeled and to engage in professional conversations.

University Supervisor (US)

Look for an initial email from your assigned university supervisor prior to the start of the semester. They will be your best support as you embark on this journey and throughout. They are from the educational profession as either a former teacher or an administrator. Constant communication will be expected throughout the semester.

Student Teaching Calendar

Teacher candidates are expected to locate the school/district calendar for their student teaching experience. Learn the dates of the first day of school, holidays, teacher workdays, in-service days, school events, and last day of semester. Having this information readily available will help you plan for your student teaching experience and prepare questions for the initial meeting.

Teacher candidates are expected to follow the school/district calendar during the student teaching experience. Teacher candidates are expected to know the schedule of the school (daily arrival and departure times), as well as the schedule

of the cooperating teacher for the placement. Teacher candidates are expected to follow the school's requirements of the cooperating teacher regarding meetings, special duties, conferences, open houses, arrival and departure times.

4-day work week: If your school is on a 4-day week, your schedule could vary somewhat. Most of the schools on a 4-day work week have extended school days (8.25 instructional hours). If this were the case, then candidates would complete 64 school/student contact days. If your school does not have extended days and is on a 4-day work week, notify your university supervisor and the Director of the Professional Education Programs immediately.

Accommodations and Transportation

The Professional Education Programs makes every attempt to place a student at the **requested** school and/or district. If there are no placements available within the requested district, the Professional Education Programs will communicate with teacher candidates for alternate placements. In all situations, the office strives to place a student within the proximity of the districts/schools requested. Teacher candidates are expected to take into consideration their living arrangements and transportation needs prior to the start of the semester. It is the teacher candidate's responsibility to establish accommodation and transportation to fit their needs.

Wardrobe

Teacher candidates are expected to dress for success as a future professional teacher. Establishing yourself as an authority figure with respect and credibility by embracing the dress code of the profession will help instill a sense of integrity within the school community. Learn the school dress code to understand what is acceptable and appropriate. Many schools no longer allow jeans or open-toed shoes (i.e., flip-flops) as appropriate attire, exposed tattoos, multiple visible piercings, hats, etc. Some schools may require facemasks. Ask for access to the school's dress code policy for staff. Plan for a change in your daily attire!

Medication Needs

Teacher candidates are expected to arrange for any medications needed during student teaching. Check with the school nurse to understand the policy along with a location to store medications. Consider the appropriateness of medications within a classroom prior to the start of the semester and keep them in a safe and secure location.

Student Teaching Intern Certificate (STIC) Candidates

STIC teacher candidates are the "teacher of record" in their student teaching classroom and must be approved and have met **ALL** requirements and conditions to student teach under this program. STIC is a special program through ADE in partnership with NAU and AZ districts. STIC teacher candidates understand that they will have additional responsibilities during the student teaching semester given their dual roles. STIC candidates are required to complete and meet all expectations of the Student Teaching course. STIC candidates must have a signed Supervision Plan, valid Intern Certificate from Arizona Department of Education, and approval from the PEP Director/Department Chair before counting student teaching days (40/80). Should a STIC candidate not successfully complete the student teaching semester, the only alternative to repeat the student teaching experience is in a traditional setting. This could occur within the same semester or an alternate semester. The candidate will be required to register and pay for an alternate placement/semester.

Teacher candidates completing an Elementary and Special Education degree are not eligible for the STIC program. Federal guidelines state that a "teacher of record" for Special Education must hold a degree.

Teacher Intern Preparation Program (TIPP) Candidates

TIPP teacher candidates are the “teacher of record” in their student teaching classroom and must be approved and have met all requirements and conditions to student teach under this program. TIPP is a special program through ADE in partnership with NAU and AZ districts. TIPP candidates have additional expectations, as the program requires enrolling in the proper coursework as directed by the COE advisor and student teaching over two semesters. TIPP candidates have additional responsibilities during their student teaching experience given their dual roles. TIPP candidates must adhere to the guidelines of the program. Should a TIPP candidate not successfully complete the student teaching semester, the only alternative to repeat the student teaching experience is in a traditional setting. This could occur within the same semester or an alternate semester. The candidate will be required to register and pay tuition/fees for an alternate placement/semester.

Out-of-State Teacher (OOS) Candidates

Teacher candidates approved to student teach in another state must remain in close contact with the Program Coordinator of the Professional Education Programs prior to the experience. Teacher candidates understand that there are additional responsibilities they must assume in order to receive a placement in another state. Teacher candidates have the same expectations during the student teaching experience and should understand that a state and/or supervisor may impose additional requirements. A qualified supervisor must be secured to confirm final placement. Effective communication is highly expected prior to and throughout the student teaching experience. OOS teacher candidates may have additional expenses that will need to be paid prior to the start of the student teaching experience. NOTE: Not all teacher candidates who are approved for an OOS experience may receive a placement. The only alternative for the intended student teaching semester for an OOS teacher candidate placement is at an Arizona school.

Relocation: Teacher candidates should exercise caution in moving to the intended state prior to a confirmed (approved) placement. Signing a local lease may not aid in securing a placement for the intended student teaching semester or any semester. NAU is not responsible for any lease agreements prior to or after the confirmation of a placement. Accommodation and transportation are the responsibilities of the teacher candidate.

International Student Teaching Candidates (IST)

There are limited programs that have approved IST experiences for their candidates; check with program faculty/advisor prior to application. It is important to note that there is an international fee associated with a confirmed placement.

Teacher candidates who have been approved to student teach through the IST program at NAU must remain in close contact with Shauna Scheffner, PEP liaison for the IST program in the Professional Education Programs, or appointed designee. It is expected that teacher candidates will attend all mandatory meetings as notified by the coordinator. Additionally, IST candidates are expected to meet with a representative from the Center for International Education at NAU for the international experience. Teacher candidates are expected to meet with the PEP liaison once IST has confirmed a placement. They are expected to plan their itineraries with the PEP liaison. Teacher candidates are expected to contact the principal and cooperating teacher upon receipt of their confirmation of placement. The PEP liaison will communicate all expectations from this point to the start of the student teaching experience. Teacher candidates are expected to remain in contact with the coordinator and the university supervisor throughout the experience.

NOTE: Teacher candidates who are approved for the IST program may not receive a placement. The only alternative for an IST teacher candidate placement is at an Arizona school.

ZOOM

This virtual meeting platform allows you to connect with your university supervisor and any other NAU member in a face-to-face environment. It allows you to provide video recorded lessons, schedule live meetings and work with peers should your university supervisor choose to implement group work or random check-ins. You will be required to utilize Zoom when requested of your university supervisor, cooperating teacher, or any other individual who is part of the student teaching experience. NOTE: Teacher candidates may be required to record observations for review and/or evaluations. Having access to a device for these recordings along with a stabilizer are the responsibilities of the teacher candidate.

Attendance, Absences and Participation Obligations

No university or personal activities are to interfere with student teaching.

Regular attendance is expected of teacher candidates. Attendance is required during all working school days as determined by the contract of the cooperating teacher. You are expected to begin and end your day according to your cooperating teacher's schedule. Your attendance and participation are expected at staff meetings, extracurricular activities, open houses, in-service days and other events as directed by your cooperating teacher or principal.

An absence is to be requested for personal illness only, and/or death in your immediate family. A teacher candidate with excessive absences will be reported and reviewed by the Professional Education Programs and may be dismissed from the student teaching experience. If absences become a disruption to the teaching and learning process, it may be determined that removal from the placement is necessary. Some cases may be approved for an "incomplete," and the student teaching course will be completed later and in accordance with university policy.

You must do the following if an absence becomes necessary:

- Call your cooperating teacher immediately;
- Email the substitute plans as early as possible and before the start of the teacher's school day; and
- Call, text or email your university supervisor to report the absence.

NOTE: Candidates are to successfully complete a minimum of *80 days (6.5 instructional hours/day) for a complete experience (1–80-day or 2–40-day placements). **Missed days must be added to the end of the experience/placements.** If absences are excessive, completing or repeating at a later date may become necessary; this could result in registering and paying for an additional semester. Graduation could be delayed, as well.

***4-day** (8.25 instructional hours/day) work week = 64 school/student contact days for a single placement; 2 x 32 school/student contact days for dual placements

Candidate Work Sample

The purpose of the Candidate Work Sample (CWS) is to provide evidence that demonstrates how your teaching impacts student learning. This is not an "in theory" paper, it is a study of "actual teaching" in your classroom pertaining to one specific subject area or class period. You will use a unit or a series of lessons (for one subject area) to reflect on the lessons you have taught, analyzing the impact that planning and teaching these specific lessons had on student learning as evidenced through the results of assessments. This reflective analysis helps build a habit of mind, as an educator, that will be used as a matter of best practice to grow professionally!

Classroom Management

This is an area that the majority of teacher candidates struggle with and need assistance. Ask for feedback on a daily basis and document what works and does not work. Since you will be in a classroom with an established program, you will want to follow that program. When you have your own classroom, you will probably use the best of many ideas. Try not to become discouraged with classroom management; this is the most difficult teaching task to master.

Cooperating Teacher

Teacher candidates should expect to receive candid, constructive feedback on a weekly (daily) basis. Expect this feedback to be very honest, fair and direct regarding your professional knowledge, skills and dispositions. Discuss with your cooperating teacher(s) the required observations and completion of the evaluations. Take this feedback to learn and grow!

Cooperating teachers are to provide support and help you grow as a professional. We all want you to take this opportunity to make it your success!

Evaluations

Evaluations provide evidence that you have attained the professional standards for graduation and certification. Anticipate future employers requesting this evidence as part of the application and interview process. Evaluations will provide critical feedback regarding your strengths and areas for growth expected in the teaching profession. Using the evaluations during an interview can create opportunities to dialogue about your beliefs, experiences, competencies, and special interests as a teacher educator. It is highly recommended that you download/print and/or save these for your future. You will not have access to the evaluations in Canvas once the semester is closed.

The evaluation instrument used for midterm and final observations is provided in the Student Teaching online course. It is important that you clearly understand the expectations for your observations. The university supervisor uses the primary instrument with the secondary instrument used by the cooperating teacher. Both are expected to complete evaluations, discuss the results with you, and submit to the online environment.

Make a positive impression on your cooperating teacher, school personnel, and university supervisor. Always be considerate, open-minded, helpful, going beyond the minimum expectations. It is important to have a positive attitude remembering that you can learn from **any** situation. If your goal is to be successful, you will be. It is all up to you!

NOTE: Dispositions are consistently demonstrated, observed, and reported in all evaluations.

Incompletes

NAU has very specific guidelines for incomplete grades. Please review the University's policy before requesting an incomplete status. If expectations, as stated in the course syllabus, cannot be met within the established semester of student teaching, the teacher candidate will receive the grade earned. Student Teaching is a Pass/Fail course. The student teaching course may be repeated once, and that is the final attempt. If a teacher candidate fails the student teaching course and chooses to repeat the experience, the teacher candidate is required to register again for the appropriate number of units, paying tuition and fees associated with course(s). Teacher Candidates have one year after receiving an incomplete to complete student teaching requirements, or grade will become an "W". Student teachers cannot repeat the student teaching course more than once.

Interacting with Cooperating Teacher and School Personnel

You will be expected to interact with your cooperating teacher daily and that includes time outside of the student-learning day. Some of this outside time will be reflected on your teaching day. Some will be responding to student behaviors and their academic progress in the classroom: this is considered confidential information and is not to be shared with others outside the school community, with some information not to be shared with other teachers in the building. Remember the FERPA laws as they relate to you in your academics at NAU.

Observations, Conferences and Student Learning

Teacher candidates are expected to be present for each of the five (5) University Supervisor visits with additional time allocated for conferencing. The observations are opportunities to provide evidence on how your teaching impacts student learning. The conferences are opportunities to receive feedback to reflect on your knowledge, skills, and dispositions of your teaching. This is the time for you to hear suggestions for growth, ask questions, seek guidance and assistance, provide highlights, and possibly to declare trials, tribulations and successes.

Professional Interactions

In addition to the professional interactions within the school community, you may be invited to interact with others (friends or family) using a variety of social networks or media. You are expected to maintain the same confidentiality and professional integrity. Some social networks/media have provided incriminating information after which teacher candidates are asked to vacate the student teaching placement immediately. Please carefully consider all information, pictures, and videos prior to publishing on these social networks, as they may not be secured or private.

Substitute Teaching/Coaching/Tutoring

The teacher candidate may not substitute teach or receive compensation for student teaching (unless STIC, TIPP candidates). You are permitted and encouraged to teach and assume leadership for your assigned classroom when the cooperating teacher is absent under the direction of a substitute hired by the district.

Teacher candidates are encouraged to participate in the school community outside of the school day. This can be through coaching, tutoring, sponsoring groups, etc., but it may not interfere with student teaching responsibilities or the student teaching day (which must include mentoring time). Your university supervisor and cooperating teacher must approve your participation in extracurricular activities within the school community prior to engaging in them.

Master of Education Student Teacher Candidates ONLY:

In trying to assist schools with their need to maintain consistent teaching within the classroom, and also maintain State and NAU Program requirements in student teaching, it has become necessary to clarify the role of a teacher candidate during the student teaching experience who might be asked to substitute teach.

“If a Master’s teacher candidate with a (current) Substitute Teaching Certificate (issued by the Arizona Department of Education PRIOR to the advent of student teaching semester) is asked to substitute during the student teaching semester, it is important to note that those days may not count towards the fulfillment of the student teaching requirements.” These types of requests must be addressed to the Director of PEP prior to accepting a substitute day or situation.

University Supervision

The university supervisor assigned to you will contact you upon receipt of your name and contact information. If you do not hear from anyone within the first week of your experience, please send a quick email to the Program Coordinator, Shauna.Scheffner@nau.edu.

Teacher candidates are expected to establish possible dates and times for the initial team meeting with their university supervisor and cooperating teacher. Make sure you have printed and read all documents for the initial meeting.

NOTE: Faculty supervisors are not on contract during the official University breaks. This may delay communication.

Working Outside of Student Teaching

Student teaching must be your first priority until completion. It is recommended that you do not work while a student is teaching. If, however, it is or becomes necessary to seek employment outside the student teaching day and your job affects your ability to be successful and give 100% to the student teaching placement, you will need to adjust the job situation or student teach at a different time (without tuition reimbursement).

The Co-Teaching Model

Teacher candidates come to the student teaching experience with a variety of strengths and experiences. Some candidates have practical classroom experiences as an aide, volunteer, parent, co-teacher, or NAU practicum student. Student teaching is expected to be conducted as a mentoring experience where teacher candidates have opportunities to observe the school community, meet personnel, observe the practice of the cooperating teacher, co-plan with the cooperating teacher, co-teach, teach, and transition out of the experience.

Experience Types

Single Placement: The student teaching experience must consist of 80 (64) student/school contact days.

Dual Placement: The student teaching experience must consist of 40 (32) student/school contact days for each placement.

NOTE: When considering the calendar of the school to plan the student teaching experience, any “day off” that is not identified as an “in-service” day is not to be counted. The teacher candidate must register as a volunteer at the school for any days spent in the classroom prior to the official start of the NAU student teaching semester and/or the PK-12 student’s first official day of school.

First Days of School

The intention of the first days of school is to familiarize the teacher candidate with the school, the community, the students, and the practice of the classroom. On the first day of school, the candidate is expected to:

- Have the *First Days of School* list with them.
- Check-in or meet the principal prior to the expected arrival time in the classroom.
- Deliver an introduction to the classroom, providing a little something about themselves to the students.

Teacher candidates and cooperating teachers should meet regularly during the first days of school to work through the induction process. It is important that candidates understand the policies and procedures of the school and classroom on day one.

As conversations continue throughout the first week, the teacher candidate should become familiar with routines, as well as the availability of materials and information.

Finally, the most important conversation is about the details of the students. Discussing the importance of confidentiality (FERPA regulations) of students is a great reminder that student personal and academic information is to be strategically discussed and shared with the appropriate school personnel only. Any outside conversations will not be tolerated.

NOTE: Teacher candidates are students of Northern Arizona University. FERPA regulations must be adhered to throughout the candidate's experience. Academic and performance information should not be discussed with anyone outside of the NAU student teaching experience structure. Identifying the daily, weekly, quarterly, and final tasks will provide the cooperating teacher with the information necessary to understand the teacher candidate's roles and responsibilities while in the classroom, especially during the first week.

Moving into the Phases

As there continues to be growing movement toward accountability in education, NAU finds it critical that we prepare tomorrow's teachers with the best student teaching experience for the increasingly diverse classrooms and varied expectations. According to Brownell (2002), "highly effective teachers in today's classroom find it advantageous to collaborate with other classroom teachers, paraprofessionals, parent volunteers, special educators and community members to meet the academic needs of their students." These same collaborative efforts can help to build confidence in teacher candidates and alleviate frustrations. Establishing a student teaching experience that allows for and anticipates continued conversations is essential to setting up teacher candidates for success.

The phase schedule and recommended duties and responsibilities may be adjusted if the teacher candidate is not able to demonstrate the expected content knowledge, classroom management strategies, teaching strategies, assessment strategies, or critical dispositions that will provide a continued successful learning environment for the students in the classroom. However, the candidate must be able to demonstrate the expected standard along with the duties and responsibilities of the classroom teacher at some point in the experience. The cooperating teacher should inform the university supervisor of any knowledge, skills, or dispositional concerns that would affect moving forward for the teacher candidate. The university supervisor will follow reporting and communication procedures on behalf of the teacher candidate.

Phase Schedule**

The student teaching experience has transitioned from the standard "student teacher takeover" model to a modified "Co-Teaching Student Teaching" format where there is a "**lead**" role and an "**assist**" role. The plan continuously involves an interaction between the two roles where **both teachers are present in the classroom at all times**. The phase schedule for this type of student teaching experience identifies the (minimum) expectations for each role and includes essential conversations, observations, and evaluations. Productive conversations in the targeted areas of knowledge, skills, and critical dispositions (KSD) are essential for the success of teacher candidates. The expectation is that candidates will continue to grow and develop throughout the experience.

The graph of student teaching phases helps in visualizing the roles as the placement develops. The cooperating teacher has the lead role while the teacher candidate has the assist role. The idea is that the two roles will smoothly transition, with the teacher candidate assuming the lead role without an interruption to the student learning process. With this

model, co-teaching always provides two active adult supporters in the classroom, and students can seek assistance from either adult.

The teacher candidate responsibilities, observations and evaluations, and expectations from the university supervisor are identified within each phase. There are weekly expectations for all teacher candidates along with benchmarks throughout the experience.

Weekly expectations:

- Submit weekly journal reflection to the university supervisor by Sunday evening of each week.
- The teacher candidate is expected to take initiative on a daily basis to teach, observe, and reflect.
- The teacher candidate is expected to continue to develop and grow as a professional, assuming more leadership responsibilities.
- The teacher candidate is expected to demonstrate the essential knowledge, skills, and critical dispositions of a practicing professional educator as aligned with their content teaching standards.
- The teacher candidate is expected to openly dialogue about their practice with the cooperating teacher, identifying key reinforcements and refinements (Aspiring Teacher Rubric) for continuous improvement.
- The teacher candidate is expected to ask questions and/or seek answers (problem solving).

****Phases are identified for **SINGLE** placements and **DUAL** placements, read the section that applies to your experience. TIPP and STIC candidates must coordinate their schedule with the supervisor. All candidates are expected to demonstrate proficiency and complete all course requirements.**

Phase 1

The teacher candidate will become more aware of the classroom and individual needs of the students. The transition plan should also include a plan and opportunities for the teacher candidate to teach and the cooperating teacher to observe and coach. At all times, one is to be teaching and one is to be observing. The cooperating teacher will have the lead during this phase. Relationship building and co-planning is emphasized in this phase.

ALL EXPERIENCES:

- The teacher candidate completes the self-observation/evaluation to plan experience.
- The cooperating teacher plans, models, and processes aloud with the teacher candidate intently listening and writing.
- The teacher candidate connects with the CWS-E and prepares Part I (during the CWS student teaching experience).
- The cooperating teacher is responsible for guiding the planning, teaching, and assessing.
- The teacher candidate observes specific teaching strategies and student behaviors.
- The teacher candidate schedules and hosts the Initial Team Meeting.
- The teacher candidate assumes the responsibility of the classroom routines, transitioning students through the process.
- The teacher candidate writes (posts) the daily student learning objectives according to class structure.
- The teacher candidate works with small groups, identified by cooperating teacher based on teacher candidate strengths.
- The teacher candidate reflects on classroom observations.
- The teacher candidate teaches lessons identified by cooperating teacher based on teacher candidate strengths.
- The cooperating teacher observes and provides specific feedback based on teacher candidate performance.
- The cooperating teacher and teacher candidate create a co-planning/teaching plan for the next phase.

ASSIGNMENTS:

- All teacher candidates must complete the Orientation Survey in Canvas (must score 16/20).
- All teacher candidates must complete the Culturally Responsive Teaching Assessment (CRTA) from emailed link.
- All teacher candidates must complete the Self-Observation/Evaluation in Canvas and bring a copy to the Initial Team meeting.
- All teacher candidates must complete Initial Team Meeting documents and information within the assignment link in Canvas.

Observation and Evaluation

As a reflective practice, teacher candidates along with cooperating teachers could discuss what went well and what can change recognizing the experience is a developmental process. While the cooperating teacher leads this phase, planning and teaching roles will be transitioning according to teacher candidate strengths as identified through conversation and collaboration. The teacher candidate begins to identify areas of refinement and reinforcement.

University supervisor expectations:

- Meets with teacher candidate and cooperating teacher for the Initial Team Meeting
- Discuss self-observation/evaluation
- Establish plan to reflect results of self-evaluation – refinements and reinforcements
- Verify Team Information Contract Time in Canvas Gradebook
- Verify plan for phase schedule
- Confirm understanding of expectations for candidate during student teaching experience
- Provides teacher candidate and cooperating teacher contact information
- Gathers contact information for teacher candidate and cooperating teacher
- Discusses with teacher candidate observations during this phase

Phase 2

The teacher candidate is expected to continue to develop and grow as a professional, assuming more of a leadership role while continuing to co-plan/teach with the cooperating teacher. The cooperating teacher is expected to begin the transition of the teacher candidate into the lead role.

ALL EXPERIENCES:

- The cooperating teacher continues to plan, model and process aloud with the teacher candidate intently listen, write, and offer input.
- The cooperating teacher is actively transitioning the role for guiding the planning, teaching, and assessing to teacher candidate.
- The teacher candidate assumes full responsibility for the classroom routines, demonstrating effective transitioning techniques.
- The teacher candidate writes (posts) the daily student learning objectives according to class structure.
- The teacher candidate observes and participates in active teaching.
- The teacher candidate continues to reflect on observations of cooperating teacher.
- The teacher candidate responds to student behaviors appropriately as discussed with cooperating teacher.
- The teacher candidate continues to work with assigned small groups, identified by cooperating teacher.
- The teacher candidate teaches lessons identified while co-planning.
- The teacher candidate prepares for university supervisor observation.
- The teacher candidate and cooperating teacher create a co-planning/teaching plan for the next phase.
- The plan provides guidance where needed with the planning and teaching roles of the teacher candidate.
- The teacher candidate plans, models, and processes aloud with the cooperating teacher, as the candidate prepares to transition into the lead teaching role.

ASSIGNMENTS:

- Single Placement
 - The teacher candidate completes the progress report assignment by submitting the lesson plan in Canvas 72 hours (3 days) prior to observation. Submit within Progress Reports Lesson Plans: Lesson Plan for Progress 1 assignment link.
- Dual Placements
 - The teacher candidate completes the midterm assignment by submitting the Pre-Observation form and lesson plan in Canvas 72 hours (3 days) prior to observation. Submit both of these in the Midterm Observation link.

Observation and Evaluation

The teacher candidate should begin to plan for the “lead” role, discussing the transition plan with the cooperating teacher. The cooperating teacher may offer an informal and/or expected formal evaluation of the teacher candidate. The teacher should reflect on refinements and reinforcements.

University supervisor expectations:

- Observes and evaluates teacher candidate performance
- Discusses performance with teacher candidate
- Discusses with teacher candidate their observations during this phase

Cooperating teacher expectations (Dual Placement candidates ONLY):

- Completes online midterm evaluation of teacher candidate (accessed by email received) Watch your junk/spam email around this time. Evaluations are designed to provide constructive feedback in a timely manner. Due dates may vary based on placement. Evaluations should be complete around the midterm and final observations to receive compensation.
- Discusses performance with teacher candidate

Phase 3

Reflecting on the co-planning/teaching plan, the candidate is expected to take initiative on a daily basis to teach, observe, and reflect. The cooperating teacher continues to co-plan/teach and approves all planning and assessment. Teacher candidate assumes lead role in co-planning/teaching for a minimum of 10 consecutive days with full responsibility. Given the “one teach-one observe/assist” model, the teacher candidate is expected to direct the assist role.

ALL EXPERIENCES:

- The teacher candidate plans, models and processes **aloud** with the cooperating teacher; approves all the cooperating teachers plans.
- The teacher candidate writes (posts) the daily student learning objectives according to class structure.
- The teacher candidate actively teaches and assesses with cooperating teacher observing and assisting students.
- The teacher candidate has full responsibility of the classroom routines, transitioning students through the process.
- The teacher candidate continues to reflect on observations of cooperating teacher.
- The teacher candidate responds to student behaviors appropriately as discussed with cooperating teacher.
- The teacher candidate continues to work with assigned small groups, identified by cooperating teacher.
- The teacher candidate will assume full **LEAD** (not Takeover model) responsibility of all planning, delivery, assessment, and management of classroom for **10 days** (minimum) while cooperating teacher assists as directed by teacher candidate.

- The teacher candidate prepares for university supervisor observation.
- The cooperating teacher closely observes and provides specific feedback on teacher candidate performance.
- The teacher candidate and cooperating teacher creates a co-planning/teaching plan for the next phase.

ASSIGNMENTS:

- Single Placements
 - The teacher candidate completes the midterm assignment by submitting the Pre-Observation form and lesson plan in Canvas 72 hours (3 days) prior to observation. Submit both of these in the Midterm Observation link.

Observation and Evaluation

The teacher candidate should demonstrate significant growth in essential knowledge, skills, and critical dispositions of a practicing professional educator as aligned with their content teaching standards. The cooperating teacher is “assisting and observing” while approving all lessons and daily plans. The teacher candidate should reflect on the feedback provided from cooperating teacher and respond to any refinements and reinforcements.

University supervisor expectations:

- Observes and evaluates teacher candidate performance
- Discusses performance with teacher candidate
- Discusses with teacher candidate their observations during this phase

Cooperating teacher expectations (For SINGLE Placement candidates ONLY):

- Completes midterm evaluation of teacher candidate within online source (accessed by email received) Watch your junk/spam email around this time. Evaluation is designed to provide constructive feedback in a timely manner. Due dates may vary based on placement. Evaluations should be complete around the midterm and final observations to receive compensation.
- Discusses performance with teacher candidate

Phase 4

Reflecting on the co-planning/teaching plan, the candidate is expected to take initiative on a daily basis to teach, observe, assist, and reflect. The cooperating teacher continues to co-plan/teach and approve all planning and assessment. The “one teach-one observe/assist” is the daily model with the teacher candidate transitioning back to the observing and assisting role.

ALL EXPERIENCES:

- The teacher candidate plans, models and processes **aloud** with the cooperating teacher throughout the transition.
- The teacher candidate writes (posts) the daily student learning objectives according to class structure.
- The teacher candidate and cooperating teacher transition to co-planning/teaching.
- The teacher candidate prepares for university supervisor observation.
- The teacher candidate continues to reflect on observations of cooperating teacher.
- The teacher candidate responds to student behaviors appropriately as discussed with cooperating teacher.
- The teacher candidate continues to work with assigned small groups, identified by cooperating teacher.

Professional Education Programs

Student Teaching

ASSIGNMENTS:

- **Single Placement**
The teacher candidate prepares for university supervisor progress observation by submitting the lesson plan in Canvas 72 hours (3 days) prior to observation. Submit within Progress Reports Lesson Plans: Lesson Plan for Progress 2 assignment link.
- **Dual Placements**
The teacher candidate prepares for university supervisor final observation/evaluation by submitting the Pre-Observation Form and lesson plan in Canvas 72 hours (3 days) prior to observation. Submit both of these in the Final Observation link.

Observation and Evaluation

The teacher candidate demonstrates growth in essential knowledge, skills, and critical dispositions to successfully be endorsed as a practicing professional educator as aligned with their content teaching standards. The teacher candidate demonstrates a seamless transition of the “lead” role to the cooperating teacher while maintaining the co-planning/teaching model. The teacher candidate should reflect on the feedback provided from cooperating teacher and respond to any refinements and reinforcements.

University supervisor expectations:

- Provides feedback on Pre-Observation form to teacher candidate.
- Observes and evaluates teacher candidate performance.
- Discusses performance with teacher candidate.

Cooperating teacher expectations (For DUAL candidates ONLY):

- Completes final evaluation of teacher candidate (accessed by email received) Watch your junk/spam email around this time. Evaluation is designed to provide constructive feedback in a timely manner. Due dates may vary based on placement. Evaluations should be complete around the midterm and final observations to receive compensation.
- Discusses performance with teacher candidate.

Phase 5

During phase V, the teacher candidate prepares to transition out of the classroom as a professional educator. Teacher candidate participates in daily routines. Teacher candidate may observe **2** days in other classrooms **within same school** with approval from supervisor, cooperating teacher, and building principal.

ALL EXPERIENCES:

- The cooperating teacher observes and provides specific feedback on teacher candidate’s performance and transition from the lead teaching role.
- The teacher candidate prepares for university supervisor observation.
- The teacher candidate relinquishes responsibility of the classroom routines, transitioning students through the process.
- The cooperating teacher and teacher candidate articulate the final days in the experience.
- The cooperating teacher and teacher candidate transitions classroom back to cooperating teacher only.
- The teacher candidate provides a “thank you” summary for the students, cooperating teacher, and principal.
- The teacher candidate writes (posts) the daily student learning objectives according to class structure.
- The teacher candidate reflects on classroom observations within the assigned placement.
- The teacher candidate delivers “thank you” summary to class.

ASSIGNMENTS:

- All teacher candidates must complete the CRTA from emailed link.
- All teacher candidates complete the University Supervisor Survey from emailed link.

- Single Placement
 - The teacher candidate prepares for university supervisor final observation/evaluation by submitting the Pre-Observation Form and lesson plan in Canvas 72 hours (3 days) prior to observation. Submit both of these in the Final Observation link.

Observation and Evaluation

The teacher candidate is practicing the essential knowledge, skills, and critical dispositions as aligned with their content teaching standards. The teacher candidate should reflect on “how” they will continue to grow as a professional considering the feedback for reinforcements and refinements.

University supervisor expectations:

- Provides feedback on Pre-Observation form to teacher candidate
- Observes and evaluates teacher candidate performance
- Discusses performance with teacher candidate
- Completes Final Grade Report evaluation

Cooperating teacher expectations (For SINGLE Placement candidates only):

- Completes online final evaluation of teacher candidate (accessed by email received) Watch your junk/spam email around this time. Evaluation is designed to provide constructive feedback in a timely manner. Due dates may vary based on placement. Evaluations should be complete around the midterm and final observations to receive compensation.
- Discusses performance with teacher candidate

Information for Cooperating Teacher/Supervising Practitioners

Special Note

Thank you for supporting teacher candidates within the Professional Education Programs at NAU and agreeing to assist in the preparation of a future professional educator. Your role as the trusted professional will be the most valuable resource for teacher candidates! By using your expertise and experience, you will guide them from the role of student teacher to a professional educator through a co-teaching model (for traditional student teaching placements). This process is outlined in the phase schedule that serves as a basic framework for transitioning the teacher candidate from the **assist** role to the **lead** role. Please do not feel as though the co-planning/teaching process requires you to reinvent what has made you successful thus far in your career!

The expectation is simply that you will demonstrate professional practice, modeling the knowledge, skills, and dispositions of a successful teacher. Expect cooperation from your teacher candidate as you would a colleague. Thank you, in advance, for being a model teacher!

Compensation for Cooperating Teachers – VERY IMPORTANT

The **PAYMENT OPTION** link to complete the information needed to process remuneration will be emailed to your school email address once the NAU student teaching semester begins. It is imperative that you read and follow all directions so that you receive compensation for hosting an NAU teacher candidate after all expectations have been met.

NOTE: All evaluations must be complete and received by the PEP office (two weeks after the last day of the student teaching term) the **Fall term deadline is December 31st, 2024, and Spring deadline is May 30th 2025**. Evaluations must be complete and sent to the survey system by the required deadlines to receive payment. Any evaluation received after the due date will result in seat hours compensation only. Please ensure that you have met this deadline. It is important to note that there are states and/or districts that do not allow compensation to cooperating teachers. If you are unsure, please check with your state or district for details. You will receive confirmation by email from NAU when your information has been received. If you do not receive the email confirmation, we did not receive your entry. Side note: We understand that these confirmation emails tend to go to school “junk” emails; please check there. If not, contact PEPAdmin@nau.edu or Shauna Scheffner at Shauna.Scheffner@nau.edu.

Cooperating teachers who supervise teacher candidates for the Professional Education Programs will be compensated in one of three ways: a **stipend, tuition waiver, or seat hours for recertification**. The Payment Option information **must** be completed online and received by the due date for you to receive your choice of compensation for having a teacher candidate.

When to Expect Compensation

Compensation is scheduled to be sent at the end of the NAU semester, and after 1) the Professional Education Programs has officially received the payment option information, 2) the required evaluations have officially been completed and submitted through the official online source (prior to the final day of the teacher candidate's student teaching experience), and 3) all expectations of mentoring have been completed. There are due dates for each of these transactions. Please make sure to note them on your calendar.

Expectations for Mentoring Teacher Candidates

Cooperating teachers/Supervising practitioners are expected to be an active mentor, providing constructive feedback continuously throughout the placement. Cooperating teachers are expected to participate in the co-teaching/observing model throughout the experience providing modeling, support, and guidance. Cooperating teachers/Supervising practitioners can expect teacher candidates to be professional while demonstrating progress. Finally, it is expected that cooperating teachers/supervising practitioners will do what is in the best interest of the students' learning throughout the experience.

Supervising Practitioners are emailed a copy of the Supervision Plan. The plan outlines the responsibilities of all parties about mentoring and compensation. Please contact Shauna.Scheffner@nau.edu if you need another sent to you.

Cooperating Teacher/Supervising Practitioner Roles

- Participate in the Initial Team Meeting
- Help the teacher candidate feel comfortable and welcome
- Review school policies and procedures
- Encourage teacher candidate to get involved in school activities
- Share materials and ideas
- Assist the candidate in developing standards-based lessons
- Observe and provide constructive feedback
- Mentor and guide the teacher candidate
- Model effective teaching strategies and professional behavior
- Is flexible; allow the teacher candidate to try new ideas
- Communicate expectations
- Is understanding and patient
- Maintain consistency and accountability
- Remain involved throughout the day, every day (or week if mentoring an Intern)

Documentation Expectations

Within the Phase Schedule identifies expectations that will help support teacher candidates throughout their experience. The due dates of the Midterm Evaluation and Final Evaluation should be in alignment with the Phase Schedule along with the plan identified at the Initial Team Meeting. It is understood that these dates may need to be very flexible. The evaluations must be submitted within the NAU online evaluation system prior to the final day of the teacher candidate's student teaching experience.

Unsatisfactory Reporting

The midterm and final evaluations are aligned with the Aspiring Teacher Rubric and/or content-specific specialized professional assessment standards, and teacher candidates are expected to meet all standards by the end of their student teaching experience. Further, teacher candidates are expected to meet dispositional standards of the teaching profession as identified in the *Model Code of Ethics for Educators*. If a teacher candidate does not demonstrate growth (by midterm) or there are other concerns, then an unsatisfactory evaluation should be submitted. If there are continued concerns, please notify the university supervisor or Director immediately.

Always, it is best to report early so that we can provide the appropriate support and guidance for the teacher candidate. We are here for that support!

Please refer to the Phase Schedule within the Teacher Candidate Handbook for reference points.

Supervision for Traditional Student Teaching

Arizona Risk Management insurance does NOT cover teacher candidates who are substituting in a school district. It is expected that the cooperating teacher will provide continuous quality, constructive feedback on a regular basis to the teacher candidate. It is expected that the cooperating teacher will model best practice and appropriate teacher-student interaction. It is expected that the teacher candidate will be treated as a professional, introduced as a practicing teacher, and respected as an individual. It is expected that inappropriate/unacceptable knowledge, skills, and/or dispositions will be reported immediately.

Cooperating Teacher Resources

Arizona Board Rules state that Institutions are required to offer training to all of the Supervising Practitioners (the new term for Cooperating Teacher) who plan to host a teacher candidate. Therefore, NAU, in partnership with Arizona Department of Education (ADE) created online training modules! These modules are open entry/exit, informative, yet brief, and they award professional development units upon completion. Send the certificate of completion for each series of modules to NAU.SPTraining@nau.edu. A certificate for the professional development units earned will be sent to you.

Go to <https://nau.edu/pep/cooperating-teachers/> scroll down and click on

The Supervising Practitioner Training course currently consists of a Step 1 and Step 2 process with a variety of modules. Step 1 consists of four modules that provide the foundational information to help support an NAU teacher candidate throughout their student teaching semester. Step 2 consists of one module that provides foundational information about the evaluation instrument used for observations of most teacher candidates. Each module presents information with some supportive documents and videos, concluding with a brief assessment at the end. Please note that Math and Science teacher candidates are evaluated with an alternative instrument.

University Resources

Your foremost University resource will be the **university supervisor**. The university supervisor will visit your classroom or Zoom within the first two weeks of the experience for a scheduled initial team meeting with you and the teacher candidate; the candidate is to work with both of you to establish this meeting date. The supervisor will establish a schedule of visits based on the plan for the phase schedule. The supervisor will also provide both you and the teacher candidate with contact information should either of you need assistance at any time.

Additionally, you will find some resources on the NAU Cooperating Teacher website at <https://nau.edu/pep/cooperating-teachers/>.

Should you need assistance with **anything**, please do not hesitate to call (928) 523-0358 or email Shauna.Scheffner@nau.edu

Family Educational Rights and Privacy Act (FERPA)

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. FERPA applies to those institutions that receive funding from the Department of Education and guarantees students three primary rights: to inspect and review their education records; to seek to amend education records; and to exercise some control over the disclosure of information from those education records.

Education records are those records which are directly related to a student and maintained by Northern Arizona University or by a person acting for Northern Arizona University, which include any information or data recorded in any medium, including, but not limited to handwriting, print, tapes, film, microfilm, and microfiche. Please do not discuss any information regarding your teacher candidate's performance or academics with individuals who are not directly supervising or mentoring the NAU student. Please visit the FERPA website to learn more:

http://home.nau.edu/enrollmentservices/FERPA_for_Faculty.asp

Information for University Supervisors

Special Note

Thank you for your participation in our program to assist in the preparation of a future educator. As a university supervisor, you are the liaison between the university, cooperating teacher, and teacher candidate. Your role is to support and guide the teacher candidate by providing assistance/feedback to both the teacher candidate and cooperating teacher/supervising practitioner. Your influence and representation of the university will be important to both the teacher candidate and cooperating teacher/supervising practitioner. The teacher candidate and cooperating teacher/supervising practitioner will depend upon you, as you will be their primary university contact. When you need assistance and support, please contact Shauna Scheffner at (928) 523-0358 or email Shauna.Scheffner@nau.edu.

Enjoy Your Semester!

Student Teaching Information For University Supervisors

An initial list of teacher candidates from the Professional Education Programs will be sent via email prior to the start of a new semester. This email will include your list of candidates, their contact information, and placement information. Please reach out with an introductory email upon receipt of your candidates.

The initial or introductory meetings with your candidates should be scheduled as a group whenever possible. It is up to you whether you would like to host this via Zoom or in-person. Try to host this meeting prior to the start of the official first day for NAU teacher candidates. However, please note that some teacher candidates may not be available due to moving locations, summer work, or even vacations. The sooner you can establish this meeting, the better chance of having all in attendance. If this meeting cannot occur until after the first day, then within the first week of school is the target timeframe. Please plan to deliver the course expectations as they are presented within the handbook, allowing for modifications for individual classrooms. This "pre" meeting will help expedite the Initial Team Meeting.

The Initial Team Meeting should be scheduled within the **FIRST TWO WEEKS** that the placement begins. Please plan to host a 15-minute meeting to confirm placement expectations and a phase schedule. The cooperating

teacher/supervising practitioner must attend this meeting. *Be prepared to provide both the teacher candidate and the cooperating teacher your NAU email address, and cell phone number for emergencies only.*

University Supervisor Roles

- Facilitate positive interactions – starting with the Initial Team Meeting
- Provide a systematic and consistent presence during the student teaching experience.
- Provide program information to the cooperating teacher/supervising practitioner and teacher candidate
- Observe and provide feedback on a regular basis.
- Act as a confidant for both the cooperating teacher and teacher candidate
- Be an advocate for the teacher candidate.
- Help the team build good communication.
- Set clear expectations; be honest about a student's performance.
- Handle the difficult situations that might come up.
- Schedule three-way conferences at the beginning and end of the experience.
- Is knowledgeable in and supportive of the use of co-teaching strategies.

Expectations for Supervising Teacher Candidates

All university supervisors are required to be certified to use the evaluation instrument that is specific to the program of the candidate. The training is organized, provided, and paid for by the Professional Education Programs where the initial certification is required at a training. Certifications are required to be updated annually, and, at this time, the recertification process is an online venue.

University supervisors are expected to actively communicate with the teacher candidate, and, when appropriate, the cooperating teacher/supervising practitioner. University supervisors are expected to provide continued guidance, support, and redirection to the teacher candidate. University supervisors are expected to hold the teacher candidate to the highest of standards, ensuring that they are able to demonstrate meeting standards. University supervisors are expected to document evidence of candidate's performance and discuss the outcomes with the teacher candidate.

University supervisors are required to visit a teacher candidate **FIVE** times throughout the semester.

Visitations/Observations – Single Placement

- Initial Team Meeting (with teacher candidate and cooperating teacher/supervising practitioner)
- Observation 1 (Progress) Week 3
- Observation 2 (Midterm) Week 7
- Observation 3 (Progress) Week 11
- Observation 4 (Final) Week 15

Visitations/Observations – Dual Placement (dual majors only) **Initial Team Meeting (with teacher candidate and cooperating teacher)**

First Placement

- Observation 1 (Midterm) Week 3
- Observation 2 (Final) Week 7

Second Placement

- Observation 1 (Midterm) Week 3
- Observation 2 (Final) Week 7

As you prepare for observations and provide constructive feedback, please plan to elaborate on the areas of refinement and reinforcement along with identifying dispositional progress or difficulties.

If a teacher candidate is experiencing difficulty, an alert **MUST** be reported for proper documentation and to receive approval for additional observations. This information should be included in the “comments” section on the first page of the travel expense summary. Please adhere to the **ALERT** guidelines in this Handbook. It is imperative that these guidelines are followed. It is **critical** that the teacher candidate is aware of any “refinements” or “dispositional” concerns. This is considered “unsatisfactory” progress, a candidate is expected to demonstrate growth and acceptable professional dispositions.

Documentation of Observations and Assignments

The observation expectations are clarified within each phase of the phase schedule. Please refer to the criteria for teacher candidate expectations as they are aligned with each of your candidate’s experiences.

Throughout the experience, check to see that the student teaching assignment is "working." If you have concerns, notify the Director.

The authorization to move a teacher candidate must be initiated and requested by the Director of the Professional Education Programs.

It is important to plan for a post-conference following the midterm and final scheduled observations on the same day only. Although it may not be possible, a best practice would be to include the cooperating teacher/supervising practitioner, briefly, in these two conferences. If he/she is unable to attend, reviewing their midterm and final evaluations could help in the conference process. Keeping lines of communication open will be one of your most important and challenging tasks.

A variety of tools are provided in the appendix of this Handbook to help guide observations and conferences. Please feel free to use them at your convenience. Additionally, for those who are using the Aspiring Teacher Rubric (ATR) instrument, below is a model observation protocol that NAU has developed in collaboration with the National Institute for Excellence in Teaching (NIET) and is based in great part on NIET’s extensive experience conducting evidence-based observations and meaningful evaluation conversations that lead to improved practice.

The NAU Observation Protocol guides the university supervisor through several steps:

Before the Observation:

- Teacher candidate complete pre-conference form 72 hours (3 days) prior to observation
- University supervisor reviews teacher candidate’s submission of the pre-conference form and considers which response would be appropriate:
- Conducting a formal pre-conference (virtually, over the phone, etc.)
- Responding to submitted pre-conference form with feedback.

During the Observation:

- University supervisor will actively collect evidence (scripting, video/audio recording, picture taking, etc.)

After the Observation:

- Teacher candidate and university supervisor will immediately debrief the area of reinforcement, evidence to support the reinforcement, and identify potential area of refinement.

University supervisor will prepare for the virtual/in-person post-conference by:

- Analyzing the evidence to further develop the area of refinement
- Developing the reinforcement and refinement objectives
- Identifying the practice that will impact the identified area of refinement
- Conduct the **virtual or in-person** post-conference (via phone or Skype)

Family Educational Rights and Privacy Act (FERPA)

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. FERPA applies to those institutions that receive funding from the Department of Education and guarantees students three primary rights: to inspect and review their education records; to seek to amend education records; and to exercise some control over the disclosure of information from those education records.

Education records are those records that are directly related to a student and maintained by Northern Arizona University or by a person acting for Northern Arizona University, which include any information or data recorded in any medium, including, but not limited to handwriting, print, tapes, film, microfilm, and microfiche. Please do not discuss any information regarding your teacher candidate's performance or academics with individuals who are not directly supervising or mentoring the NAU student. Please visit the FERPA website to learn more:

http://home.nau.edu/enrollmentservices/FERPA_for_Faculty.asp

Alerts

ALERTS MUST BE COMPLETED AND SUBMITTED THROUGH THE NAU PEP ALERT LINK.

The student teaching experience and partnerships are established to provide a supportive environment for teacher candidates to practice, learn and grow to become a certified teacher. Therefore, all teacher candidates must meet the knowledge, skills, and dispositions aligned with the Interstate New Teacher Assessment Consortium (INTASC) standards, specifically meeting the Specialized Professional Associations (SPA) standards along with the dispositions as outlined in the Model Code of Ethics for Educators (see pages 5-9). These are formally evaluated on the midterm and final evaluation instruments. The expectation for all teacher candidates is to meet the standards by the end of the placement making adequate progress throughout the semester.

Notifications for Alerts

There are several essential categories of an alert: 1) Content, 2) Planning, 3) Dispositions, Pedagogy/Strategies/Implementation, and 4) Classroom Management. The university supervisor or cooperating teacher will complete an alert report when a teacher candidate is struggling to make progress toward meeting the expectations of the student teaching course. A cooperating teacher reporting an "unsatisfactory" on a midterm evaluation, or the cooperating teacher contacting the university supervisor to notify them of a situation or concern, as well, can initiate an alert.

University supervisors will receive a copy of the midterm and final evaluations as soon as the cooperating teacher submits; supervisors should take notice **Teacher's Progress for Time and Placement**". If the teacher candidate was not making adequate progress, this would be denoted as "unsatisfactory" on the emailed

report. The Director will also receive “unsatisfactory” evaluations and will contact the university supervisor to dialogue.

The Director of the Professional Education Programs can also initiate an alert status for a teacher candidate.

Processing Alerts

Initiating an Alert

University supervisors, cooperating teachers, or the Director will initiate all official field alerts. There are three steps to initiate an alert:

- Identify the concern/s
- Initiate an Alert by clicking [HERE](#)
- Alert info can also be found at www.nau.edu/pep/pep-resources/
- Complete and submit the alert providing all appropriate documentation

When an alert has been initiated, the Director of the Professional Education Programs is informed immediately.

Communicating about an Alert

The Director will contact the university supervisor to inquire about the severity of the alert and determine turnaround time. As always, the Director may be contacted at any point to discuss a situation or concern. Situations will determine whether the Director will contact the teacher candidate or if the university supervisor will communicate with them.

Moving forward with an Alert

The teacher candidate may find that a “professional growth plan” is necessary for support to move forward. The university supervisor will work with the teacher candidate to complete a growth plan. The growth plan will include specific benchmarks as well as a timeline. The goal of the growth plan is to provide support and guidance so that the candidate is progressing forward to meet standards.

The teacher candidate may earn a failing grade if he/she does not demonstrate the ability to meet the standards as stated on the evaluations within the specified timeline. The Director of the Professional Education Programs or superior designee will initiate a phone call along with an email to the teacher candidate to discuss options.

If a candidate is not successful in their 1st student teaching attempt, a 2nd opportunity **may** be provided as an opportunity to complete student teaching successfully if the removal/failure from the current student teaching experience is not a result of a legal violation.

Continuation in Professional Education Programs (PEP) is predicated on successful completion of the student teaching course within two attempts. An attempt is defined as a confirmed student teaching placement per student teaching course, not a semester. Any amount of time completed in the confirmed student teaching placement is considered an attempt. A second attempt may not be completed within the same semester as the first attempt. PEP uses an internal record system that maintains the official records for placements to keep track of the number of attempts per student teaching course.

Successful completion of a student teaching course requires a grade of "P" or passing. Grades of "W" (or withdraw) and "F" (or failure) will count towards the total attempts allowed for the student teaching course.

There is no third opportunity.

Second opportunity situations: If you are a dual major (Elementary and Special Education or Early Childhood Education) and successful in one placement and only need a 2nd opportunity in the other, then you would register for the course that needs to be repeated. All other dual placements are one major that may require a dual experience (i.e., Music Ed with one experience in elementary and one experience in secondary) and, therefore candidate teachers would need to repeat the full dual experience. This type of dual candidate would need to register for the course and repeat both experiences.

Any candidate, who must “repeat” a course, must re-enroll in the course, pay tuition and fees, and complete the anticipated number of days that constitutes a full-time experience.

Request for Removal: If removal from a placement becomes necessary due to a disruption to the teaching and learning process in the classroom because of the teacher candidate’s performance and/or dispositions, there will be a phone call and email to the teacher candidate to discuss options to move forward. There could be an alternate degree offered. **Please note this could delay graduation, degree, and certification.**

Resources

Standards for Program Areas

The evaluation instruments are available in the Canvas course. View them by going to the appropriate Observation Assignment and clicking on View Rubric. Each evaluation is uniquely designed to identify the appropriate InTASC standard in alignment with the content-specific Specialized Professional Association (SPA) standard. Please access the evaluation prior to the Initial Team Meeting to discuss the contents.

Below are links to the standards for each program area. If links are not working, google the name of the standards.

INTASC STANDARDS

INTASC [Model Core Teaching Standards](#): Interstate Teacher Assessment and Support Consortium

SPECIALIZED PROFESSIONAL ASSOCIATION (SPA)

ART EDUCATION: [National Art Education Association \(NAEA\) Standards](#)

ELEMENTARY EDUCATION: Aligned with [InTASC Standards](#)

EARLY CHILDHOOD EDUCATION: [2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation](#), National Association for the Education of Young Children (NAEYC)

ENGLISH EDUCATION: [National Council of Teachers of English \(NCTE\) Standards](#)

MATH EDUCATION: [National Council of Teachers of Mathematics \(NCTM\) Standards](#)

MODERN LANGUAGES: [American Council on the Teaching of Foreign Languages \(ACTFL\) Standards](#)

MUSIC EDUCATION: [National Association of Schools of Music \(NASM\) Standards](#)

PHYSICAL EDUCATION: [2008 National Initial Physical Education Teacher Education Standards](#), National Association for Sport and Physical Education (NASPE)

SCIENCE EDUCATION: [National Science Teachers Association \(NSTA\) Standards](#)

SOCIAL STUDIES EDUCATION: [National Council for Social Studies \(NCSS\) Thematic Standards](#)

SPECIAL EDUCATION: [Council for Exception Children \(CEC\) Standards](#) (click on Initial Content Standards)

Arizona Department of Education: Arizona Revised Statutes

Below are a couple of Articles that are extremely important to understand as you begin your venture into student teaching. It would be best practice to read through all Articles that apply to you as a future educator. The statutes are newly revised as of Fall 2015.

Rules Defining Unprofessional and Immoral Conduct

Title 15. Education
Chapter 5. School Employees
Article: [15-514](#)

Duties of Teachers

Title 15. Education
Chapter 5. School Employees
Article: [15-521](#)

Unprofessional Conduct; Penalty

Title 15. Education
Chapter 5. School Employees
Article: [15-550](#)

Arizona Department of Education. (2015). Arizona Revised Statutes [Title 15. Education]. Retrieved from <http://www.azleg.gov/ArizonaRevisedStatutes.asp?Title=15> .

Arizona Teacher Certification Process

Successful teacher candidates are **only** eligible for initial certification in the State of Arizona. Successful completion of the student teaching experience (single and dual placements) **must** be presented by University Supervisor.

- Passing grade/s **must** be reported in LOUIE
- Grades **must** post, then
- Degrees **must** post, then
- The Professional Education Programs **must** complete the Institutional Recommendation, then
- The Institutional Recommendation (IR) **must** be received by candidate
- The teacher candidate **must** have passing scores of the required NES exams
- The teacher candidate **must** possess a Valid Arizona IVP fingerprint clearance card (the State will not accept any other type of card)
- The teacher candidate **must** take, electronically process, or mail the IR (with page 4 completed), NES results, IVP fingerprint card, and money to Arizona Department of Education (ADE) to
- Receive the Standard Provisional Teacher Certificate
- Then, Breathe and Smile – You made it!

Professional Licensure Information

The degree programs requiring student teaching were intentionally designed to lead to licensure or certification in the state of Arizona. For information regarding how degree program curricular requirements align to licensure or certification requirements in other states, see <https://nau.edu/compliance-and-authorization/professional-licensure-by-state/>.