



NORTH AMERICAN
UNIVERSITY
INSPIRATION INNOVATION GLOBAL COMPETENCE

Educator Certification Programs (ECP)

*For Initial & ACP Programs
through North American University*



Cooperating Teacher & Field Supervisor

Handbook

For Initial & ACP certification Programs

Updated: 9/30/2020

LOCATION

North American University
11929 W. Airport Blvd.
Stafford, TX 77477

ECP's current headquarter offers students the comfort of a modern, well-lighted, air-conditioned learning environment. NAU occupies more than 60,995 square feet in its current location which can accommodate 3000 students.

CONTACT INFORMATION

Address : 11929 W. Airport Blvd, Stafford, TX, 77477

Contact Person : Halil I. Tas, Ed.D.

Phone : 832-230-5545

Email : halil@na.edu

Web Site : www.na.edu

Table of Contents

1. INTRODUCTION	5
2. COOPERATING TEACHERS (CAMPUS MENTORS).....	6
2.1. Credential Requirements for cooperating Teachers/mentors/or Site Supervisor	6
___ At least 3 years teaching experience	6
___ Accomplished educator based on student learning	6
___ Currently certified in same certification category (or class for non-teacher practicum candidates) as candidate	6
___ Trained by EPP within 3 weeks of assignment to candidate.....	6
2.2. Initial orientation conference with the Student Teacher	6
2.3. Welcoming the Student Teacher	7
2.4. Responsibilities of Cooperating Teacher:	7
3. FIELD SUPERVISORS (UNIVERSITY MENTORS).....	9
3.1. Responsibilities of Field Supervisor:	9
4. GENERAL POLICIES PERTAINING TO STUDENT TEACHING.....	11
4.1. Student Teaching Assignment.....	11
4.2. Professional Liability	11
4.3. Calendar.....	12
4.4. Absences	12
4.5. Student Teaching Evaluation.....	13
4.6. Leaving the Room for Cooperating Teachers.....	13
4.7. Outside Responsibilities of Student Teachers	14
4.8. Other Important Points Regarding Student Teaching.....	14
4.9. Removal of Student Teacher from Student Teaching Program	16
4.10. Teacher Certification and Retention Committee (TCR)	17
4.11. Educator’s Code of Ethics.....	19
4.12. Texas Education Code governing On-Going Educator Preparation Program Support.....	24
4.13. List of Student Teaching Forms	25
APPENDICES.....	26
APPENDIX A1.....	27
Application for Student Teaching	28

APPENDIX A2.....	28
APPENDIX A3.....	30
Student Teacher FORMAL OBSERVATION Form	30
NAU-TCP Student Teaching Observation Log for Supervisors	34
APPENDIX A4.....	34
Informal Observation Form.....	35
APPENDIX A5.....	35
Student Teaching Anecdotal Record.....	37
APPENDIX A6.....	37
APPENDIX A7.....	39
Candidates' satisfaction Survey regarding Field Supervisors.....	39
Candidates' satisfaction Survey regarding Cooperating/Mentor Teachers.....	41
APPENDIX A8.....	41
Student Teacher Growth Plan.....	43
APPENDIX A9.....	43

1. INTRODUCTION

North American University-Teacher Certification Program (NAU-ECP) is established by the Education Department at North American University (NAU). NAU is a non-profit private university offering degrees of Bachelors of Science in Interdisciplinary Studies in Education, Business Administration, Computer Science, and Criminal Justice along with M.Ed. in Educational Leadership, M.Ed. in School Counseling, M.Ed. in Curriculum and Instruction, MBA, and B.S. in Computer Science. NAU Education Department provides a teacher certification through a traditional college preparation.

Teacher certification is a journey that takes you a rewarding teaching career. The information on this handbook will guide you to go through the certification process. It is our goal to help you become the most effective professional educator that you can.

NAU-ECP offers educator certifications in the following areas:

1. Through Initial Teacher Certification Program (TCP)
 - Mathematics Teaching (7-12)
 - Physical Science (6-12) (not active)
 - Social studies (7-12) (not active)
 - English Language Arts and Reading (7-12)
 - Technology Applications (EC-12) (not active)
2. Through Alternative Certification Program (ACP)
 - English Language Arts and Reading (4-8)
 - Mathematics (4-8)
 - Social Studies (4-8)
 - Technology Applications (EC-12)
 - Physical Science (6-12)
 - Science (4-8)
3. Principal Certification Program (PCP)

For Initial teacher certification, TCP requires from its students to complete one semester of unpaid student teaching in a local public-school classroom before they graduate. Student teaching is one of the most rewarding experiences in students' professional development as a teacher. Without a doubt, it is a challenging experience that will provide students with many opportunities to develop their skills.

ACP students perform their internship for two semesters long while principal certification candidates perform 160 hours of practicum.

Thank you for your willingness to host a North American University Student Teacher this semester. We consider it an honor to have our students working in your classroom and appreciate your willingness to mentor and guide these pre-professional students as they enter their chosen profession of teaching.

2. COOPERATING TEACHERS/or CAMPUS MENTORS

2.1. Credential Requirements for cooperating Teachers/mentors/or Site Supervisor

- At least 3 years teaching experience for teachers
- Accomplished educator based on student learning
- Currently certified in same certification category (or class for non-teacher practicum candidates) as candidate
- Trained by EPP within 3 weeks of assignment to candidate

2.2. Background of Student Teachers/internship

- The Student Teachers are actually “students of teaching”. They are neither experienced teachers, nor they are competent in all areas of teaching.
- Student teaching is to be a learning experience to help the individual Student Teacher develop or improve necessary skills for effective teaching.
- It is desirable that you perceive a Student Teacher just as you would any student coming to you as a teacher. We encourage you to determine what they can and cannot do, and then assist them in planning learning experiences to develop their full potential and overcome any deficiencies.
- Interns are teachers actively teaching with the ‘intern’ certification.
- Principal Certification candidates perform their practicum as part of certification requirement. The candidates must perform minimum 160 clock hours of practicum.

2.3. Initial Orientation Conference with the Student Teacher

- It is important to establish a good working relationship with the Student Teacher. Your first conference together is a good time to get things started on a positive and firm footing.
- Try to get to know each other as individuals by discussing backgrounds, interests, hobbies, and concerns. Exchange phone numbers and e-mail addresses at this time.
- Spend some time clarifying roles, responsibilities, and expectations.
- Identify and discuss the concerns of the Student Teacher as they begin their teaching assignment.
- Discuss the Student Teacher’s tasks for the first week or two.

-
- __ Provide some background on the school and the students in the classroom.
 - __ Clarify any questions about policy or regulations the Student Teacher might have.
 - __ Share your classroom management plans as well as the school's behavior management plan.

2.4. Welcoming the Student Teacher

Student Teachers tend to be very anxious and perhaps fearful at the beginning of the semester. To alleviate this anxiety, which is due partially to the unknown aspects of the experience, the supervisor should assist the Student Teacher to become an accepted member of the professional staff. Things that the Cooperating Teacher can do to accomplish this are:

- __ Introduce the Student Teacher to the class on the first day
- __ Introduce him/her to other teachers, office staff and any other key personnel
- __ Provide a small workspace that they can consider their own for the semester
- __ Have copies of textbooks and other curriculum materials available to loan to the Student Teacher, and
- __ Provide a copy of the school's policy handbooks for the Student Teacher to read

Your encouragement and support will help your Student Teacher gain confidence which will decrease the intimidation factor that so often inhibits beginning Student Teachers. We want the Student Teacher to project confident and assertive demeanor before the students.

2.5. Responsibilities of Cooperating Teacher:

1. Accept the Student Teacher as a professional. Introduce the Student Teacher to the class on the first day of attendance.
2. Acquaint the Student Teacher with materials and resources available in the school on the first day or soon thereafter.
3. Provide Student Teachers with information concerning room management, discipline policy, class schedules, and other class/school policies.
4. Allow the Student Teacher to assume responsibilities as he/she exhibits the readiness to do so. Refer to the suggested "Timeframe for Teaching".
5. Encourage the Student Teacher to be creative and try new teaching strategies.

-
6. Require the Student Teacher to submit formal lesson plans for the first 2-5 lessons of a new subject. Early submittals of lesson plans in advance of the teaching date allow the supervisor time to assist the Student Teacher in altering or improving the lesson as needed. Support and direction for the Student Teacher are extremely important, particularly during the first lessons taught. If lesson plans are turned into administration prior to being taught, be sure the Student Teacher's plans are appropriate and meet the deadline for administrative approval.
 7. Require lesson plans from the Student Teacher for the announced observations.
 8. Conduct regular cooperative planning sessions with the Student Teacher. There should be one session at the beginning of the semester followed by weekly and/or daily sessions.
 9. A student teacher should have no more than two to three preparations and should teach no more than five class periods. The student teacher could assist with other classes taught by the Cooperating Teacher.
 10. Determine, with your student teacher, ways you can work together to provide the best possible experience for the students in your class. Team teaching is an excellent way to facilitate this.
 11. Prepare your student teacher to anticipate potential behavior problems. Discuss ideas about prevention of specific probable behavior problems in your classroom. Encourage the student teacher to act promptly and confidently with behavior problems.
 12. Discuss possible unit topics with your student teacher early in the semester. The unit topic, as well as all curriculum issues, is entirely up to you.
 13. Observe the student teacher teaching on a regular basis and provide timely verbal and written feedback. Feedback is required during the 2nd and 4th weeks, midterm, 8th week, and the final evaluation. Provide the University Field Supervisor with copies of written feedback several times a semester (Please see Student Teacher Observation Form. ([Appendix A3](#)))
 14. Cooperating Teachers should notify the University Mentor immediately if problems or concerns arise regarding your student teacher.
 15. Complete the mid-semester and end of semester formal assessments, sharing the results with the student teacher using the required forms. Field Supervisor will schedule conferences with you and the Student Teacher.

3. FIELD SUPERVISORS (UNIVERSITY MENTORS)

3.1. Credential Requirements for Field Supervisor:

- ✓ At least 3 years of experience in class being supervised
- ✓ Currently certified in class being supervised
- ✓ Completed TEA-approved Field Supervisor training

If not currently certified:

- ✓ Minimum of master's degree in academic area or field related to class being supervised
- ✓ Must comply with CPE requirements for class being supervised

3.2. Responsibilities of Field Supervisor:

1. Provide an orientation meeting for all assigned Student Teachers the student teaching semester starts.
2. Meet with Cooperating Teachers to inform them about the North American University student teaching program, schedules and other pertinent information. Provide them with the Cooperating Teacher and Student Teacher Handbooks.
3. For TCP, conduct a minimum of three (3) appropriate seminars for assigned Student Teachers. The initial contact of the Field Supervisor with Student Teacher must occur within the first three weeks of student teaching via telephone, email, or other electronic communication.
4. For TCP, formally observe each Student Teacher three to four (3-4) times and provide the Student Teacher and Cooperating Teacher with a written summary of the observation including both positive feedback and possible areas of improvement. Please do not exceed six visits unless the Student Teacher's performance requires more attention. Your observation must be at least 45 minutes long in duration for each session and your first observation must be conducted within the first 6 weeks of the student teaching semester. Please utilize E-mail and telephone communication with both Student Teachers and Cooperating Teachers for additional supervision. Do not hesitate to contact the Office of Teacher Certification Program if problems with a Student Teacher arise or do not improve. Formal observation for ACP students requires 3 observations in the first and 2 observations in the second semester of the internship.

-
5. Conduct an individual feedback session with the Student Teacher after each observation.
 6. Assist individual Student Teachers with any problems that may arise in the student teaching assignment. Documentation is absolutely necessary. Begin documenting each interaction you have with the Student Teacher starting with the first week of the semester. Hopefully, you may never need to use this information; however, if it is needed, it is critical that data contains dates, times, and incidences of all actions.
 7. Provide guidance as needed to the Student Teacher regarding all teaching requirements.
 8. A Student Teacher should have no more than two to three preparations and should teach no more than five class periods. The student teacher could assist with other classes taught by the Cooperating Teacher.
 9. Conduct a three-way mid-term conference with the Student Teacher and the Cooperating Teacher. Conduct a final conference that will include the Cooperating Teacher and Student Teacher either together or individually.
 10. If any problems warrant moving a Student Teacher after the beginning of the semester, the two supervisors must discuss the situations and show documentation to the Teacher Certification Office.
 11. The Field Supervisor must document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the TCP of North American University. Informal observations and coaching must be provided by the Field Supervisors as appropriate.

4. GENERAL POLICIES PERTAINING TO STUDENT TEACHING

4.1. Student Teaching Assignment

_____ With care and attention to many factors, NAU and its Field Supervisors have made student teaching assignments. Only unusual circumstances would cause the NAU administration to adjust assignments after student teaching begins. Occasionally, some incompatibility may arise, thus interfering with learning. The order of notification is the office of Teacher Certification, then the Field Supervisors. The Teacher Certification Program office must approve all reassignments.

_____ It is important for the Student Teacher to recognize that they are a guest in the school, and that the Cooperating Teacher bears the responsibility of determining what is best for the his/her students. The classroom teacher's decision is final. The Student Teacher, who demonstrates competence, responsibility, and tact, will likely have many opportunities to try innovative teaching strategies. All stakeholders who have problems should notify the Field Supervisors as soon as possible.

4.2. Professional Liability

_____ State Law entitles the Student Teacher to the same protection of law accorded to the Cooperating Teacher and the principal. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.

_____ Student Teachers are encouraged to invest in professional liability insurance coverage offered by organizations. The University does not provide the Student Teacher with liability insurance.

_____ Due to the Cooperating Teacher being responsible for the students and the classroom, the Student Teacher is not to be left alone prior to total teach. The Student Teacher and Cooperating Teacher should agree regarding the Student Teacher's readiness to handle the teaching assignment and classroom behavior before he/she is left alone in the classroom.

___ The Student Teacher is not to be an aide or substitute and thus cannot supervise on a playground or field trip a group of students without a certified teacher. These guidelines are for the Student Teacher's protection. Immediately, the Student Teacher must alert the Field Supervisor of any violations of this regulation.

___ Some school districts have been given permission to use a Student Teacher as a substitute teacher. Under these conditions, the school district provides the substitutes with liability insurance.

4.3. Calendar

___ Student Teachers will follow the calendar of the school district in which they are assigned if the district has a holiday and the University is in session, the Student Teacher will have a holiday unless the Field Supervisor schedules a seminar.

___ If the school or district has scheduled staff development days, the Student Teachers are required to participate unless specifically requested not to by the district.

4.4. Absences

___ Perfect attendance during student teaching is expected. If the Student Teacher must be absent, they must notify both the Cooperating Teacher and the Field Supervisor as soon as possible. Days missed will be made up at the end of the 14 weeks regardless of the reason unless another arrangement is approved by the Cooperating Teacher and Field Supervisor. It is mandatory that the Student Teacher be in the school for the entire day and to follow the faculty handbook of the school for the times they are to report in and leave school. Lateness is inexcusable.

___ If the Student Teacher must be absent, he/she will assume responsibility for sending plans and materials to the school if this was his/her responsibility for that day. Failure to notify the specified individuals may result in the termination of his/her assignment.

___ It is the responsibility of each Student Teacher to notify the Cooperating Teacher and the Field Supervisor in advance, that he/she will be absent from class on a religious holiday. Additionally, he/she should obtain approval for scheduling make-up time and work for this absence.

___ Student Teachers must limit absences for interviews. The Field Supervisor must approve all absences.

___ The Student Teacher will need to submit an absence form for each absence to the Field Supervisor.

___ If at any time, in the judgment of the Field Supervisor and Cooperating Teacher, the Student Teacher's absences are excessive (more than three [3]), their assignment may be terminated.

4.5. Student Teaching Evaluation

___ Regular observation Student Teacher, followed by feedback, is one of the most important tasks done by both Cooperating Teacher and University Field Supervisor.

___ Each observation should be at least 45 minutes in duration.

___ Your observations and feedback serve a dual function of instruction and evaluation.

___ It is essential to recognize that the primary purpose of observation and feedback should be instruction; one of the most important functions as a Cooperating Teacher and Field Supervisor is to help the Student Teacher develop his/ her skills as a teacher.

___ Effective feedback involves questioning, problem solving along with some recommendations. The use of effective feedback allows the Student Teacher to develop the ability to self-assess and self-evaluate.

4.6. Leaving the Room for Cooperating Teachers

___ Do not leave the classroom until the Student Teacher can adequately handle the teaching assignment

___ Even then, the length of time you are out should be brief early in the experience

___ Until behavior management skills are adequate, stay in the vicinity of the classroom

___ You may even want to stay in the classroom part of the time during their total teach weeks or you may want to initiate some team-teaching activities. The Cooperating Teacher always has access to his/her classroom

4.7. Outside Responsibilities of Student Teachers

- ___ Student Teachers must limit outside activities (e.g., employment, sports, sororities, fraternities) during their student teaching experience.
- ___ Student Teaching should be the only class taken during the student teaching semester. If NAU deems that classes are necessary during the student teaching semester, none should be scheduled before 5:00 PM.
- ___ Student Teachers will not leave early for work or class.
- ___ During this period of time, the Student Teacher's first responsibility is to the students they teach. Outside responsibilities should not interfere with student teaching responsibilities.

4.8. Other Important Points Regarding Student Teaching

- ___ Some school districts will require TB testing before student teaching. The Student Teacher must follow the guidelines of their assigned district.
- ___ The Student Teacher is a guest in the teacher's classroom. They are encouraged to listen and observe; question respectfully; never compare teacher's students with others in the school; never get involved in gossip or negative conversation that might transpire.
- ___ There are many parents and community members volunteering in the schools. Student Teachers' conversations with others in the workroom, hallways, and lounge must be professional. They are to avoid discussing very personal things and confidential information.
- ___ Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of the student teaching assignment. Many Districts have policies about personal use of instructional materials. To alleviate this problem, the Student Teachers may purchase supplies for instructional materials that the Student teachers want to keep for their own use.
- ___ State law prohibits the administering of medicine to any student at any time by Student Teachers. Even if the Cooperating Teacher gives the Student Teacher the 'go ahead', they must decline and cite University policy as the reason for doing so.
- ___ The Student Teachers are not to administer corporal punishment (even in the mildest form.) Student Teachers should not touch students, especially if angry or frustrated.

-
- ___ Student Teachers are not to drive their own car to take students on a field trip or to deliver them anywhere away from campus. They can be legally liable for any accidents or injuries.
 - ___ Student Teachers may give information to parents about any student in the Cooperating Teacher's presence and with the Cooperating Teacher's prior permission.
 - ___ Grading papers only for the subjects they are teaching is a practice that is encouraged. If a Student Teacher is experiencing pressure to do a lot of grading and busy work, they should notify the Field Supervisor immediately.
 - ___ The Student Teacher may not write lesson plans or use the computer for personal reasons during class time. The Student Teacher is to spend this time observing the Cooperating Teacher and/or working with students.
 - ___ Student Teachers are to turn off cell phones in the classroom. Student Teachers are not to text during the school day.
 - ___ Student Teachers must maintain confidentiality regarding students, information about the parents of students, or information shared by the Cooperating Teacher.
 - ___ Student Teachers must use good judgment when touching students at any time. Cooperating Teachers need to discuss school policy regarding this.
 - ___ First impressions are extremely important in the public schools. Student Teachers are required to dress appropriately and professionally at all times. Good grooming and hygiene are part of the professional image they create.
 - ___ Professional communication and demeanor is the hallmark of a good Student Teacher.
 - ___ Student Teachers are not to discuss their personal life or any aspect of their life that could call their behavior into question. This includes attention to any information posted on the World Wide Web (i.e., My Space.com, FaceBook.com, etc.) or an email address that could be detrimental to their character.

4.9. Removal of Student Teacher from Student Teaching Program

A student's transfer, withdrawal or dropout from North American University will result in exiting from the certification program. A student's dismissal for disciplinary reasons will automatically disqualify the student from continuing the Teacher Certification Program.

However, a student may still complete the degree requirements while he/she fails to meet the NAU-TCP's standards. This case may occur often when a student has trouble during the student teaching. A growth plan will be put in effect to help retain the student teacher in the program. A student teacher will be advised to withdraw from teacher certification program and graduate without certification if the student meets graduation hour requirements. In this case, a grade of F will be assigned for the student teaching/practicum course. The Teacher Certification and Retention (TCR) Committee will meet with the student to discuss possible alternative courses (6 credits) the student can take to replace the student teaching course, so that the student can complete the degree requirements and graduate without certification.

The exit procedure involves multiple steps:

1. 1. Students having difficulties early in the student teaching experience (within the first three weeks) are asked to leave the school, either by the university mentor or the cooperating teacher. However, they may apply for readmission to student teaching for the following long semester or may be assigned to a new placement during the current semester. This will be determined after a Teacher Certification and Retention (TCR) Committee meeting.
2. Following the first three weeks, if evidence exists which indicates the possibility that a student will not be successful and complete student teaching, the following procedures will be followed:
 - The student teacher, cooperating teacher, and Field Supervisor/field supervisor (the mentor) will meet to identify the problem and to determine a solution.
 - The Field Supervisor and cooperating teacher will develop a growth plan with timeline that will outline specific areas in which the student teacher must improve.
 - The cooperating teacher and the Field Supervisor will discuss the plan with the student teacher and will assign measurable objectives and a specified period of time in which these objectives must be met.
 - All parties must sign the document and receive a copy of the growth plan (Appendix C13).
 - The mentor must send a copy of the plan to the Teacher Certification Program office to be filed in the student teacher's permanent file.
3. If, in the specified period of time, the student teacher is unable to meet the requirements outlined in the growth plan, the Teacher Certification Program

office, with the mentor, will work cooperatively with the cooperating teacher and student teacher to verify the problem and/or reach a decision concerning a solution.

- If the problem cannot be resolved, the cooperating teacher, the mentor, and/or the school may decide to terminate the student teaching experience. At this point, the director of the Teacher Certification Program may choose to refer the situation to the TCR Committee.
 - If the TCR Committee is to meet with the student teacher, complete documentation must be submitted to the director of NAU-TCP prior to this meeting. The documentation must include specific dates, times, and instances of the behavior being reviewed.
 - The director will send all pertinent documentation to members of the TCR Committee prior to the time of the actual meeting.
 - When the TCR Committee meets, they will review pertinent documentation, hear the student's information regarding the problems, and will determine one of the following:
 - The student teacher will be placed on a new growth plan and allowed to re-apply for student teaching during the following long semester. In this case, a grade of incomplete (I) will be assigned.
 - The student teacher will be advised to leave student teaching, graduate without certification (if the student meets graduation hour requirements) and will not be allowed to re-apply for teacher certification at a future time at North American University. In this case, a grade of F will be assigned for the student teaching/practicum course. Teacher Certification and Retention Committee will meet with the student to discuss possible alternative courses (6 credits) the student can take to replace the student teaching course, so that the student can complete the degree requirements and graduate without certification.
5. If a student is removed from a student teaching location, he/she will not be reassigned to that location when redoing student teaching.
6. A student teacher removed from student teaching or who receives no credit in student teaching a second time will not be allowed to re-apply for student teaching at North American University without the recommendation of the TCR Committee and approval of the director of the Teacher Certification Program office.

4.10. Teacher Certification and Retention Committee (TCR)

If the student teacher is unable to meet the requirements outlined in the growth plan in the specified period of time, the Teacher Certification Program office and the field supervisor will work cooperatively with the cooperating teacher and student teacher to verify the problem and/or reach a decision concerning a solution. If the problem cannot be resolved, the cooperating teacher, the Field Supervisor, and/or the school may

decide to terminate the student teaching experience. At this point, the director of the Teacher Certification Program may choose to refer the situation to the TCR Committee. When the TCR Committee meets, they will review pertinent documentation, hear the student's information regarding the problems, and will determine one of the following:

- The student teacher will be placed on a new growth plan and allowed to re-apply for student teaching during the following long semester. In this case, a grade of incomplete (I) will be assigned.
- A Student Teacher who is removed from student teaching or who receives non-credit in student teaching a second time will not be allowed to re-apply for student teaching at North American University without the recommendation of the TCR Committee and approval of Teacher Certification Office.
- The student teacher will be advised to leave student teaching, graduate without certification (if the student meets graduation hour requirements) and will not be allowed to re-apply for teacher certification at a future time at North American University. In this case, a grade of F will be assigned for the student teaching course. Teacher Certification and Retention Committee will meet with the student to discuss possible alternative courses (6 credits) so that the student can complete the degree requirements and graduate without certification.

The committee will be developed in August each year and meets per need bases. The certification program director will lead the meeting and make sure to take the minutes for record.

The Teacher Certification and Retention (TCR) Committee Members	
Dr. Halil Tas	Certification Program Coordinator
Dr. Karman Kurban	Faculty
Dr. Ann M. Smith	Faculty
Mustafa Maldar	ACP Coordinator
Kerime H. Sari	Educator Certification Program Coordinator

4.11. Educator's Code of Ethics

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.1 Purpose and Scope; Definitions

In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (the board) adopts an educators' code of ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The board may amend the ethics code in the same manner as any other formal rule. ...

Source Note: <http://ritter.tea.state.tx.us/sbecrules/tac/chapter247/ch247.pdf>

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Source: <http://ritter.tea.state.tx.us/sbecrules/tac/chapter247/ch247.html#247.2>

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;

-
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

4.12. Texas Education Code governing On-Going Educator Preparation Program Support

[TAC §228.35(f)]

(f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

(1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.

(2) An educator preparation program must provide the first observation within the first six weeks of all assignments.

(3) For an internship, an educator preparation program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester.

(4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.

(5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

(g) Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a baccalaureate degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.214, is exempt from the requirements of this chapter relating to field-based experience or internship consisting of student teaching.

4.13. List of Student Teaching Forms

- ✓ Student Teaching Calendar for Mentors/Supervisors([Appendix A1](#))
- ✓ Student Teaching Application Form ([Appendix A2](#))
- ✓ Student Teaching Observation Form by Supervisors ([Appendix A3](#))
- ✓ Student Teaching Observation Log by Supervisors ([Appendix A4](#))
- ✓ Informal Observation form ([Appendix A5](#))
- ✓ Student Teacher Anecdotal Record ([Appendix A6](#))
- ✓ Candidate Satisfaction Survey regarding Field Supervisors ([Appendix A7](#))
- ✓ Candidate Satisfaction Survey regarding Cooperating/Mentor Teachers ([Appendix A8](#))
- ✓ Student Teacher Growth Plan ([Appendix A9](#))

APPENDICES

STUDENT TEACHING CALENDAR

(For Mentors/Supervisors)

Fall/Spring, 201__

<u>DATES</u>	<u>ACTIVITY</u>
Date, time, location	Supervisor Orientation
Date, time, place	<i>MANDATORY</i> General Student Teacher Meeting
Date, time, place	<i>MANDATORY</i> University Orientation Seminar with Field Supervisors
Date, time, place First week of the school begins	<i>MANDATORY</i> Seminar I
Date, time, place First week of the school begins	<i>MANDATORY</i> Public School Orientation
First week of the school begins	<i>MANDATORY</i> Field Supervisor Seminars
Date, time, place 2 nd week of the school begins	First day of student teaching for All-Level student teachers
Date	All-Level student teachers begin second half placement
Date	Mid-term evaluations should be submitted to the Field Supervisor
Date, time, place	<i>MANDATORY</i> , Job Fair
Date	Final Evaluations must be complete for all student teachers
Date	End of Student Teaching
Date	All Final evaluations due and should be submitted NAU-TCP

Out of area supervisors should mail or email evaluations to Teacher Certification Program Office.

Application for Student Teaching

APPENDIX A2

Updated: 9/30/2017

Name (Last, First and Middle Initial) _____ Student ID number _____

Local address _____ Phone number _____

Email address _____

Permanent address (If different from local address)

Alternate phone number of someone who can contact you at any time _____

I have read all the information in this packet and am aware of my responsibilities. I understand I will not be eligible for student teaching if I do not meet all of the stated requirements by the end of the semester preceding student teaching. Once North American University confirms, my placement, I understand that I may not request a change in the placement.

I am aware that student teaching is a full-time commitment and that NAU discourages student teachers from taking other classes and being employed. Exceptions will be made on a limited basis with approval of the NAU-TCP office, or advisors' approval, to make additional classes or due to the need to be employed while student teaching.

I understand that this information will be shared with student teaching sites and North American University personnel as part of the placement process and that I am not guaranteed a placement location of my preference.

Student Signature

Date

If you are requesting a placement in long distance (30 miles and beyond), you must get the signature of the Program Coordinator. If your student teaching placement is beyond a 30 mile radius from the University, a fee will be assessed to cover the additional costs of supervision. (PLEASE INITIAL ACKNOWLEDGING AWARENESS OF OUT OF AREA FEE!)

*For advisor use only – this application will not be accepted without the advisor's signature.
Please complete second page.*

ADVISOR:

I have reviewed this student's progress. _____

All requirements met _____

Deficiencies _____

Advisor Signature

___ This student meets the criteria for student teaching:

___ Does not have a special contract (Professional Development Plan related) to student teaching work, dispositions, NAU coursework, or performance.

___ Has maintained satisfactory progress field experiences

Advisor Signature



Student Teacher FORMAL OBSERVATION Form

(for use by Cooperating Teachers and Field supervisors during formal evaluations)

Student Teacher _____ **Date of Observation** _____ **Observer:** _____ **Grade Level** _____

Lesson topic: _____ **Start Time:** _____ **End Time:** _____ **Duration (in minutes)** _____

Key:

AC = Advanced Competence
Student Teacher displays a strong understanding of the many facets of teaching and manages most student teaching tasks with little guidance.

C = Competence
Student Teacher demonstrates proficiency on this item. In other words, the student teacher displays a general knowledge of many facets and is still developing strategies for effective teaching

BC = Beginning Competence
Student Teacher demonstrates lack of understanding of many facets of teaching; however, there is evidence of improved understanding

NI = Needs Significant Improvement
Student Teacher makes significant errors in teaching, decision making, and other aspects of the student teaching experience

NA = Not Applicable

Group 1: Planning Preparation for Learner-Centered Instruction, OVERALL SCORE: AC, C, BC, and NI (Circle One)

Behavior	AC	C	BC	NI	NA	Comments
Demonstrates knowledge of prerequisite learning and knowledge of concepts being taught						
Demonstrates knowledge of students including developmental characteristics, varied approaches to learning, skills, knowledge, interests and culture						
Uses a variety of materials, resources, and technology in designing lessons to promote optimum student learning						
Utilizes a variety of appropriate assessments aligned with content being taught to determine the level of understanding of each student						
Demonstrates the use of different teaching strategies to re-teach students who were not successful						



Group 2: Classroom Environment: Promoting Equity, Excellence, and Learning, OVERALL SCORE: AC, C, BC, and NI (Circle One)

Behavior	AC	C	BC	NI	NA	Comments
Creates an environment of rapport and respect for all students of all cultures						
Engages all students in educational pursuits, communicating high expectations, and providing a safe environment for student participation and/or risk taking						
Manages classroom procedures by implementing routines for classroom groups, material distribution, performance of non-instructional tasks, and transitions. Time management is apparent						
Manages student behavior by setting high expectations, establishing effective classroom management strategies, providing ongoing monitoring of the students, maintaining composure at all times, and focusing on behavior rather than character when correcting a student						
Organizes physical space in a manner that supports learning, is safe, provides access for students with special needs, and makes the best use of space depending on the context and situation of a lesson						

Group 3: Communication, OVERALL SCORE: AC, C, BC, and NI (Circle One)

Behavior	AC	C	BC	NI	NA	Comments
Communicates clearly and accurately using correct oral and written language						
Communicates in a manner that supports intellectually challenging classroom exchanges						
Demonstrates skill in leading discussions and using questioning techniques that lead students to think critically and to reflect on prior knowledge as it relates to new information						
Engages students in learning through the presentation of material in relevant ways that result in active participation of learners						
Sequences lessons and paces instruction utilizing a variety of strategies and materials						
Assess student learning and provides feedback in a timely manner. This is demonstrated as the ST re-teaches using different strategies, modifies lesson plans during instruction, and monitors group work						
Initiates/maintains communication with cooperating teacher; accepts/incorporates suggestions from cooperating teacher						
Initiates/maintains communication with Field supervisor;						



accepts/incorporates suggestions from Field supervisor						
--	--	--	--	--	--	--

Group 4: Professionalism, OVERALL SCORE: AC, C, BC, and NI (Circle One)

Behavior	AC	C	BC	NI	NA	Comments
Systematically examines the impact of planning and instruction on student learning through ongoing reflection and utilizes reflection to identify additional ways to improve learning						
Maintains accurate records regarding material taught, student progress, and areas of need and communicates these to the cooperating teacher regularly						
Contributes to the school by establishing relationships with the cooperating teacher, grade level team, and other members of the school community. If appropriate, the student teacher volunteers or assists with school activities						
Provides for the needs of English language learners, students with identified disabilities, students at risk, and students identified as gifted/talented						
Participates in faculty/team meetings and attends ARDs and parent conferences when appropriate						
Consistently submits lesson plans to cooperating teacher and university by due date						
Follows university and public school policies and adheres to the Texas Code of Ethics for teachers						
Is present and prompt for all required student teacher meetings						
Completes all Field supervisor's requirements						



Group 5: Demonstration of Content Knowledge, OVERALL SCORE: AC, C, BC, and NI (Circle One)

Behavior	AC	C	BC	NI	NA	Comments
Displays background knowledge in the content area presented						
Demonstrates appropriate content knowledge and skills in the subject area						
Extends knowledge of subjects beyond the content and motivates learners for learning beyond what is required						
Connects content to life experiences and prior knowledge of students						

Suggestions/Recommendations to consider from this observation / Additional Comments:

- 1.
- 2.
- 3.
- 4.

Observer's Signature: _____

Copy Received by Campus Administrator	
_____ Signature _____	_____ Date
Post-Observation Meeting (Face-to-Face) between Field supervisor and Student Teacher	
3 Date _____	Meeting Duration: _____



Student Signature: _____

NAU-TCP Student Teaching Observation Log for Supervisors

Field Supervisor Name	Beginning Date of ST (xx/xx/xxxx)	Candidates TEAID#	ST Name (last & first)	Date of Observation (xx/xx/xxxx)	Beginning Time (hr& min) (xx:xx)	Ending time (hr& min) (xx:xx)	Field Supervisor Comments and Recommendations



**NAU-TCP Student Teacher
Informal Observation Form**

STUDENT TEACHER: _____ DATE: _____

SUBJECT/GRADE: _____ TIME: _____

OBSERVER: _____

I visited your class today for an informal observation. For the things I observed that seemed to be going well, I placed a check. If you receive a question mark, please see me for clarification and reflection.

STUDENT BEHAVIOR (MAJORITY OF STUDENTS):

_____ On Task _____ Off Task _____ Engaged _____ Learning Successfully

TEACHER STRATEGIES OBSERVED:

_____ Modeling _____ Question/Answer _____ Lecture _____ Monitoring Groups
 _____ Listening _____ Problem Solving _____ Evaluating _____ Reading To Students
 _____ Modifying _____ Integrating Content _____ Guiding Cooperative Groups
 _____ Other _____

TEACHING MATERIALS BEING USED:

_____ Manipulatives _____ Workbooks _____ Overhead Projector _____ Smart Board
 _____ Chalkboard _____ Maps _____ Computer _____ Projector
 _____ Books _____ Other Audio –Visuals _____ None
 _____ Other _____

TYPE OF STUDENT GROUPING:

_____ Small Groups _____ Whole Group _____ Pairs _____ Individuals

TYPE OF STUDENT ACTIVITY:

_____ Worksheet _____ Listening _____ Writing _____ Reading _____ Performing
 _____ Journaling _____ Discussing _____ Centers _____ Homework _____ Research
 _____ Investigation _____ Laboratory _____ Using Technology
 _____ Other _____



MANAGEMENT/DISCIPLINE:

- | | |
|--|---|
| <input type="checkbox"/> Stated Expectations for Behavior | <input type="checkbox"/> Positive Reinforcement |
| <input type="checkbox"/> Redirection of Inappropriate Behavior | <input type="checkbox"/> Encouragement of Students |
| <input type="checkbox"/> Self-disciplined Students | <input type="checkbox"/> Effective Time Management |
| <input type="checkbox"/> Materials Ready | <input type="checkbox"/> Enthusiasm for Teaching/Learning |

COMMENTS:

Observer Signature: _____



Student Teaching Anecdotal Record

Student Teacher: _____ Observer: _____ Date: _____

School: _____

Grade: _____ Subject/Lesson Observed: _____

Observations	Questions/Comments/Suggestions



Candidates' satisfaction Survey regarding Field Supervisors

SECTION A: Listed below are questions about your Field Supervisor. Using the check boxes, please indicate your level of agreement for each question.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Field Supervisor responds in a reasonable time when I express a concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor provides me with useful information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor facilitates interactions among learning community participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have regular interactions with my Field Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor has made an effort to get to know me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sought out My Field Supervisor for assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have made an effort to get to know my Field Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor encourages learning community participants to study together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor demonstrates concern about my academic success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor is knowledgeable about university resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor is skilled at facilitating discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor is knowledgeable about the issues discussed in my learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor has kept me informed about upcoming learning community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall my Field Supervisor has been helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B: Listed below are general questions regarding your Field Supervisor. Please provide comments in the spaces provided.

- In what ways have Field Supervisor been beneficial to you?
- How could your Field Supervisor have better assisted you?
- Use the remaining space to share any comments you have about your Field Supervisor.

Thank You
Please return before you leave or submit to the NAU-TCP office.



Candidates' satisfaction Survey regarding Cooperating/Mentor Teachers

SECTION A: Listed below are questions about your Cooperating Teacher. Using the check boxes, please indicate your level of agreement for each question.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
My Cooperating Teacher responds in a reasonable time when I express a concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher provides me with useful information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher facilitates interactions among learning community participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have regular interactions with my Cooperating Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher has made an effort to get to know me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sought out my Cooperating Teacher for assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have made an effort to get to know my Cooperating Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher encourages learning community participants to study together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher demonstrates concern about my academic success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher is knowledgeable about university resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher is skilled at facilitating discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher is knowledgeable about the issues discussed in my learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Cooperating Teacher has kept me informed about upcoming learning community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall my Cooperating Teacher has been helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student Teacher Growth Plan

Name: _____ Date: _____

School Name/District: _____

List Areas which were scored as Needs Significant Improvement on the Midterm Evaluation form:

(Please list Clusters and areas needing improvement in this section)

Suggested Improvement Strategies:

(Please list suggested improvements for each area identified above)

Timeline for implementation/completion of strategies:

(Please list specific dates for the student to demonstrate improvement)

Student Teacher Signature _____ Date: _____

Cooperating Teacher Signature _____ Date: _____

Field Supervisor Signature _____ Date _____