



**NORTH AMERICAN**  
**UNIVERSITY**  
INSPIRATION INNOVATION GLOBAL COMPETENCE

**Teacher  
Certification  
Program  
(TCP)**

*Initial Educator Certification Program  
through North American University*



**Student  
Handbook**

**2/22/2021**

## **LOCATION**

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

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## Progress of Teacher Candidate in TCP (Benchmarks)

Student Name \_\_\_\_\_ ID# \_\_\_\_\_

Phone Number \_\_\_\_\_ E-mail \_\_\_\_\_

<b>Entry to the program</b>					
#	Name	Benchmark	Date Completed	Checked/Approved by	Comments
1	Credit Hours Completed	60			
2	Minimum GPA	2.5			
3	College level Competency	See Admission Requirements			
4	College-level skills	See Admission Requirements			
5	Credit hours in the subject-specific content area courses	Min 12/15 hours			
6	Complete Interview	Pass Interview			
7	English Language Proficiency	See Admission Requirements			
8	Passing Pre-Admission Content Test (PACT)	Passing Score (Min.240)			
<b>Field-based Experience (Recommended to be completed by the end of 5<sup>th</sup> semester)</b>					
#	Name	Benchmark	Date Completed	Checked/Approved by	Comments
1	Credit Hours Completed	75			
2	Minimum GPA	2.5			
3	Complete Field-based Experience	30 hours			
<b>TEGES Certification Exams (should be completed by before student teaching)</b>					
#	Name	Benchmark	Date Completed	Checked/Approved by	Comments
1	Credit Hours Completed	90			
2	Minimum GPA	2.5			
3	Complete minimum 6 hours of PPR seminar	Certificate of Completion			
4	Pass TExES Eligibility PPR Exam administered by NAU	Passing Score			
5	Pass TExES PPR Exam administered by TEA	Min. 240			
<b>Student Teaching</b>					
#	Name	Benchmark	Date Completed	Checked/Approved by	Comments
1	Complete Student Teaching	See handbook			
2	Apply for State Certification				

# **Notification 1-Acknowledgement of Required background Check**

## **Notification 1-Required Background Check**

- (1) Pursuant to the Texas Education Code (TEC), §22.083, candidate must undergo a criminal history background check prior to employment as an educator; and
- (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

*By signing this document, I affirm that I have read and understood that I will undergo a criminal history background check prior to employment as an educator and prior to clinical teaching/internship.*

\_\_\_\_\_  
Student 's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate's Name - Printed

# **Notification 2-Acknowledgement of Preliminary Criminal History Evaluation**

## **Notification 2-Preliminary Criminal History Evaluation**

Each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:

- (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;
- (2) the current SBEC rules prescribed in 19 TAC §249.16... and
- (3) The applicant has the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B

*By signing this document, I affirm that I have read and understood the Preliminary Criminal History Evaluation as stated above.*

\_\_\_\_\_  
Student 's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate's Name - Printed

# **Notification 3-Acknowledgement of Texas Educator's Code of Ethics**

By signing this document, I affirm that I have received a copy, read, and understood and will uphold the Texas Educator's Code of Ethics.

---

Student 's Signature

Date

---

Candidate's Name - Printed





## 1. INTRODUCTION

North American University-Teacher Certification Program (NAU-TCP) is established by the Education Department at North American University (NAU). NAU is a non-profit private university offering degrees of Bachelor 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 degree programs. 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 in 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-TCP offers teacher certification in the following areas:

- 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)

There are several steps required to become certified teacher in Texas. The following steps explain the details about the process:

1. Apply to the Teacher Certification Program at NAU. Room #834  
See Section 2.1 for Academic Requirements.
2. Indication a fitness for the education profession
3. Successfully complete Field-based observation in the first semester you registered in certification program (minimum of 30 clock hours)
4. Successfully completion of coursework, both in your academic content area and in pedagogy
5. Successfully complete student teaching (14 weeks/70 days), full-time student teaching without pay, at least 70 days, not including holidays. Candidates may deduct up to 5 days due to maternity leave, military leave, illness, or bereavement.
6. Pass your TExES exams, both in your academic content area and your Pedagogy and Professional Responsibilities (PPR)
7. Apply for your teaching certification through the Texas Education Agency (TEA)



## 2. APPLICATION PROCESS

To apply to NAU-TCP, please follow the steps below:

- 1- Fulfill Admission Requirements (Please See Section 2.1)
- 2- Complete **Application Form** ([Appendix A1](#))
- 3- Schedule your “**Screening Interview** with NAU-TCP Director” (See sample questions in [Appendix A2](#))
4. If required, **Fitness for Teaching Profession Forms** will be completed by faculty members
  - a. **Fitness to Teach Form** ([Appendix A3](#))
  - b. **Fitness to Teach Formal Review** ([Appendix A4](#))

### 2.1. Admission Requirements to TCP

1. *Junior Standing*: Students must have 60 hours completed.
2. *Minimum Grade Point Average (GPA)*: The candidate must meet one of the following criteria to be eligible to enter the educator preparation program:
  - a. an overall GPA of at least 2.5 or higher (Overall, transfer and English core classes); or
  - b. at least 2.5 in the last 60 semester credit hours; or
  - c. *Exception to Minimum GPA Requirement*: demonstration of achievement equivalent to the academic achievement represented by GPA through the applicant’s work, business, or career experience as evidenced by the applicant. GPA requirement will be granted by the program director only in extraordinary circumstances and will not be used to admit more than 10% of any cohort of candidates.

To meet the exception to the 2.5 minimum GPA requirement, according to 19 TAC §227.10(a)(3)(B), the following should be met:

*(B) In accordance with the Texas Education Code, (TEC), §21.0441(b), an exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if:*

*(i) documentation and certification from the program director that an applicant's work, business, or career experience demonstrates*



*achievement equivalent to the academic achievement represented by the GPA requirement; and*

*(ii) in accordance with the TEC, §21.0441(a)(2)(B), an applicant must pass an appropriate content certification examination as specified in paragraph (4)(C) of this subsection for each subject in which the applicant seeks certification prior to admission. In accordance with the TEC, §21.0441(b), applicants who do not meet the minimum GPA requirement and have previously been admitted into an EPP may request permission to register for an appropriate content certification examination if the applicant is not seeking admission to the same EPP that previously granted test approval for a certification examination in the same certification class.*

To meet the requirement above, NAU requires all applicants that do not meet the minimum GPA requirement to take/pass a TX PACT exam for the content area seeking admission prior to admission. In addition, the program director signs a document that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and provide a description of extraordinary circumstance.

3. *College level Competency:* The applicants may use any one of the options below for meeting this requirement:
  - i. Texas Higher Education Assessment (THEA): Minimum scores: Reading 230; Math 230; Writing 220 with no time limit.
  - ii. Accuplacer (Administered by College Board): Minimum scores: Reading 78; Algebra 63; Sentence Structure 80; Writing 6.
  - iii. SAT: Minimum scores: Verbal 500; Math 500.
  - iv. ACT: Minimum scores: Composite – 19.
4. *College-level skills:* All applicants will be required to demonstrate competency in basic skills in reading, oral and written communication, critical thinking, and mathematics.
  - i. Reading: Grade of "C" or better in ENGL 1311 – Composition and Rhetoric I or its equivalent
  - ii. Oral Communication: Grade of "C" or better in COMM 1311 – Fundamentals of Communications or its equivalent
  - iii. Written Communication: Grades of "C" or better in ENGL 1311 - Composition and Rhetoric I and ENGL 1312 - Composition and Rhetoric II or their equivalents
  - iv. Critical Thinking: Grade of "C" or better in PHIL 1311 – Introduction to Logic and Critical Thinking or its equivalent



- v. Mathematics: Grade of "C" or better in MATH 1311 – College Algebra or its equivalent
5. *Minimum of 12/15 semester credit hours* in the subject-specific content area for certification is sought.
6. *An interview* to determine the educator preparation candidate's appropriateness for the certification sought.
7. *Official degree plan*: Candidate must have an official degree plan on file.
8. *English Language Proficiency*: Proof of English language proficiency must be provided to the NAU-TCP office before an applicant will be considered for admission to the program. English proficiency can be demonstrated in any one of the following ways:
  - i. completion of an undergraduate or graduate degree at an institution of higher education in the United States;
  - ii. if an undergraduate or graduate degree was earned at an institution of higher education outside of the United States, check the list of TEA's accepted country list;
  - iii. TOEFL– minimum score: 89 (Speaking 24, Listening 22, Reading 22, Writing 21).
  - iv. If a candidate presents a transcript from an out of country institution of higher education, the transcript must be evaluated by one of the approved evaluation entities and reflect a degree comparable the ones issued in the United States.
  - v. An applicant to a university undergraduate program that leads to a bachelor's degree may satisfy the English language proficiency requirement by meeting the English language proficiency requirement of the accredited IHE at which the applicant is enrolled. [19 TAC §227.10(a)(7)(B)]
9. *Passing score (240) on Pre-Admission Content Test (PACT) administered by ETS.*
10. *Other Requirements at the time of application to TEA*: Candidates applying for a Texas educator certificate must:
  - a. be at least 18 years of age;
  - b. not be disqualified or the subject of a pending proceeding under Chapter 249 of Title 19 of Texas Administrative Code and §228.50 Professional Conduct.
  - c. not be disqualified by federal law;
  - d. be willing to support and defend the constitutions of the United States and Texas;
  - e. pass a criminal background check



NAU-TCP accepts international students to its program with the conditions fulfilled above and under Title 19 of Texas Administrative Code.

## **2.2. Admission process for Military Service Members and Military Veterans**

NAU-EPP program provides help to the military service members and military veteran candidates as stated in 19 TAC §228.35(a)(5)(A-B).

### *Military Service Members and Military Veterans*

*(A) Military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; and*

Military Service members or military veteran candidates may receive credits from their current and previous educational experience. The military service, experience, training, or education must be related to the sought certification field. The certification office will help the candidate with determining possible credits to transfer.

### *Credit for Prior or Ongoing Service, Training, or Education*

*(B) Candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.*

The prior coursework and trainings will be evaluated by the program director and academic advisor.

## **2.3. Compliance with FERPA**

EPP protects the security, confidentiality, and integrity of teacher candidate records and maintains special security measures to protect the academic records. It recognizes that the privacy and maintenance of teacher candidate educational records is necessary and vital. EPP complies with Family Educational Rights and Privacy Act (FERPA) and all pertinent policy regulations. The copies of the academic records are stored in locked offices or file cabinets and unauthorized access is prohibited.

Archived records are kept in a separate locked room in an office and confidential documents are shredded prior to disposal. The release of information to teacher candidates is based on FERPA requirements and necessitates proof of identification by the teacher candidate.

## **2.4. Nondiscrimination Policy for Admission to NAU-TCP**

In the common pursuit of excellence and equity in education, North American University serves students from many nations, races, and creeds.

### **Purpose**



To preserve a learning environment that is free from unlawful discrimination, the policy of North American University is to ensure that persons who apply for admission and persons who are enrolled are treated in a nondiscriminatory manner in matters of race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans and qualified veterans of the Vietnam Era, in accordance with applicable federal, state and local laws.

### **Scope**

This policy applies to all students of the university. This policy applies to all terms and conditions of enrollment, including, but not limited to, admission standards and processes, and the guidelines by which enrollment may be denied or terminated, based on the standards outlined in the Student Handbook.

### **Policy**

North American University complies with all applicable federal and state non-discrimination laws and does not engage in prohibited discrimination based on race, color, nationality or ethnic origin, gender, age, or disability, including qualified disabled veterans.



### 3. FIELD-BASED OBSERVATION EXPERIENCE

Field experience gives students the opportunity for hands-on experience in the classroom prior to student teaching. The Teacher Certification Program (TCP) office or your Field Supervisor will inform the students how to obtain field experience.

Candidate students will be placed in one of the middle or high schools that the university has an agreement with. Students will know at the beginning of the semester which school they will go to for field-based observations.

Before the field experience, each student needs to turn in the signed **Field- Based Observation Application Form** (Appendix B1) to the Field-Based Observation coordinator at TCP Office. Students will not contact a school district directly. After they turn in the signed application form, they will receive information about their placement from the TCP office. Each student will be notified regarding the placement of their field experience.

Students are responsible for submitting all assignments regarding field experience by the end of the semester to TCP office.

All teacher certification students must have a degree plan with certification program, which lists coursework, fieldwork and testing requirements for certification. Remember that all students must complete field-based experience in public schools during the first semester of their junior year.

Candidate students should plan to be available during the day to complete 30 hours of field experience.

The guidelines and information for the placement of Field-Based Observation Experience will be provided by TCP office and Field Supervisor.

#### 3.1. NAU-TCP Field-Based Observation Experience Guidelines for Teacher Candidates

All students must complete a 30-hour field-based experience in a school representing their initial area of certification.

- Each NAU-TCP student will do field-based experience independently or may be as part of a specific class under the guidance of the course instructor.
- Most field-based experience is completed in junior year.
- Students should complete the **Field-Based Observation Experience Application Form** (Appendix B1)





- Students should not contact a school district directly. They should complete the form and will receive information about their placement from the TCP office.
- All field-based observation experience requests will be made by the TCP office.
- Students will be notified regarding the placement of their field-based observation experience.
- North American University student and school personnel will determine an appropriate schedule to complete appropriate activities.
- Activities deemed appropriate for the field-based experience include a combination of the following:
  - observations of the Cooperating Teacher
  - observations of other teachers as recommended by the Cooperating Teacher
  - aiding and assisting the Cooperating Teacher
  - assisting with instruction as directed by the Cooperating Teacher
  - providing one to one instruction
  - small group instruction and whole class
  - Students are responsible for submitting all documentation (See Section 3.2) regarding field-based observation experience by the end of the semester to TCP office.

### 3.2. Field-Based Observation Experience Documentation

Create a **portfolio** describing your field-based observation experience placement and activities including the following documents:

- 1) Complete your **Field-Based Observation Experience Log** ([Appendix B2](#))
- 2) Professional Assignments

#### **Assignment I:**

*Prepare a brief report addressing the following questions based on your classroom observation.*

Observe in the classroom setting and determine types of behavior students play when off-task. What do they do when they are not paying attention? How does the teacher re-direct them or get them back on task? What ideas have you gained for building your own classroom management strategies?

#### **Assignment II:**

*Prepare a brief report addressing the following question based on your classroom observation.*





What strategies does the teacher use when presenting a lesson? Identify and describe each step in the teacher's lesson. What do you see that is effective in engaging students? What do you see that is ineffective in keeping students engaged?

### **Assignment III:**

Create a lesson plan based on the curriculum you observed your teacher presenting which should include:

- objectives
- assessment
- TEKS
- procedures/instructional strategies
- materials/resources
- closure
- modifications for special needs students (i.e., Gifted/Talented (G/T), LD)

### **Assignment IV:**

*Prepare a brief report addressing the following.*

Describe any activities in which you worked directly with the students. Reflect on the activity in terms of your presentation of the activity, your management of the students, the effectiveness of what you did, and how you would change it next time.

- 3) Prepare a final reflection report regarding your field-based observation experiences in a brief narrative format that is complete and professional.

### **3.3. Completion of Field Based Experience**

After the field-based experience, please submit all of your **Field-Based Observation Experience Documentation (Portfolio)** to your advisor or NAU-TCP office.

Deadline to submit your portfolio is at the end of the semester in which you completed your field-based observation experience. In order to start student teaching, completion of the field-based observation experience must be recorded in your teacher certification file at the TCP office.



## **PREREQUISITES TO STUDENT TEACHING**

Prior to student teaching semester, following departmental requirements should be completed:

1. All coursework must be completed.
2. TExES exams (Pedagogy and Professional Responsibilities (PPR), and Content Examination) must be passed.

Note: According to changes from 84th Legislature (2015), there is a limit on the number of times a person can retake the exams:

- A person can take a test at most five (5) times.

## **TEAL and ECOS Access Instructions for Educators**

In order to take TExES exams, educators need to create an account with TEA.

TEAL (TEA Login) is the security gateway to TEA web resources. To access your Educator Account, you will need a TEAL profile that is set up with access to your profile in the Educator Certification Online System (ECOS). Please visit following link for instructions on how to create TEAL and ECOS account.

[https://secure.sbec.state.tx.us/SBECOnline/TEAL\\_End\\_User\\_Training\\_ECOS.pdf](https://secure.sbec.state.tx.us/SBECOnline/TEAL_End_User_Training_ECOS.pdf)



## 4. STUDENT TEACHING

### 4.1. Introduction to Student Teaching

Student teaching is one of the most rewarding experiences in your professional development as a teacher. Without a doubt, it will be a challenging experience that will provide you with many opportunities to develop your skills. Everyone associated with the program is committed to helping you become as capable a teacher as your capabilities and dedication allow. One of the first ways you can help insure a satisfactory experience for yourself is to read this handbook carefully and follow the advice given. Nothing is included in this handbook that does not directly affect the success of your student teaching experience, so please be sure you are familiar with the contents.

### 4.2. Student Teaching Informational Meetings

Students must attend one of the meetings if they plan to complete student teaching in the following semester. Student teaching is the required culminating experience of the teacher certification process.

The Student Teaching is a one-semester (14 weeks/70 days), unpaid, full-time experience in a local public-school classroom. It requires at least 70 days, not including holidays. Candidates may deduct up to 5 days due to maternity leave, military leave, illness, or bereavement. No other courses should be taken with student teaching without prior approval from the TCP office.

Students may use many districts and charter schools in Houston area for student teaching. **Districts are subject to change each semester.**

Below you will find the districts that we will use most of the time. When you apply for student teaching you will be allowed to choose two areas. Out of area Student Teaching will depend on departmental approval. The following School Districts are close to North American University:

Houston ISD

Cypress-Fairbanks ISD

Tomball ISD

Spring ISD

Spring Branch ISD

Klein ISD

Fort Bend ISD

Conroe ISD

Alvin ISD

Alief ISD

Aldine ISD

Stafford ISD

Humble ISD

North Forest ISD

Pasadena ISD

Waller ISD

Crosby ISD

Sheldon ISD

Galena Park ISD

Deer park ISD

Channel-View ISD

Pearland ISD

Clear Creek ISD



### 4.2.1. Informational Meetings Schedule

#### SPRING 201\_\_ Student Teachers

Meeting 1.

Date: 2<sup>nd</sup> Friday of September each year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time: 10:00 a.m. – 12:00 p.m.

Meeting 2.

Date: 3<sup>rd</sup> Friday of November each year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time: 10:00 a.m. – 12:00 p.m.

Time: 10:00 a.m. – 12:00 p.m.

Student Teaching Placements will be available in this meeting.

Notes:

1. Placement information pending details will be received from districts.
2. Student teaching expectations for the semester will be reviewed at the meeting.
3. Students must complete new criminal history form for student teaching semester.

#### FALL 201\_\_ Student Teachers

Meeting 1.

Date: 1<sup>st</sup> Friday of February each year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time: 10:00 a.m. – 12:00 p.m.

Meeting 2.

Date: 3<sup>rd</sup> Friday of April each year.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time: 10:00 a.m. – 12:00 p.m.

Notes:

1. Contact cooperating teacher before summer break

### 4.2.2. Important Dates

1. Student Teacher (ST) first Mandatory Meeting for SPRING: Date: 2nd Friday of September each year.
2. Student Teaching Application Due: First Monday of October for Spring Semester
3. Placement information details from districts due: 3rd Friday of October for Spring Semester
4. Second Mandatory Meeting: 3rd Friday of November each year.
5. Students must have the content exam by 3<sup>rd</sup> week of November, to be cleared for spring student teaching.



### **4.3. Student Teacher Expectations/Responsibilities:**

In order to make this culminating experience to your teacher education program the best it can be, there are certain expectations and responsibilities to remember:

1. Recognize and accept classroom management and instruction are the ultimate responsibility of the Cooperating Teacher. If the Student Teacher has concerns about the relationship with the Cooperating Teacher that cannot be resolved, the Student Teacher should discuss these issues with the Field Supervisor. If the Student Teacher has concerns about the relationship with the Field Supervisor, the Student Teacher should discuss these issues first with the Field Supervisor. If these issues remain a concern, the Student Teacher may contact the TCP office. Student Teachers must not wait until the end of the semester to seek assistance with a lingering problem or misunderstanding.
2. Know and follow the rules, regulations, and policies of the school. Be aware and follow directives concerning the use of confidential information obtained through student records, conversations, etc. Arrival and departure should be in accordance with the school's policy for all teachers. Student Teachers need to stay late and arrive early for all meetings, team planning, and/or preparation for class.
3. Maintain an ethical and professional attitude toward all members of the school community. Student Teachers must not discuss any concerns about the school or district, the teacher, other school personnel or the children in any way that these stakeholders could interpret as criticism.
4. The Student Teacher must make himself/herself available for regular planning and feedback sessions with the Cooperating Teacher and Field Supervisor.
5. The Student Teacher is required to write quality lesson plans of teaching assignments in advance and share copies with the Cooperating Teacher. The lesson plans need to be available for the Field Supervisor when she/he comes to the school.
6. For each announced observation, the Student Teacher will provide a written lesson plan to the Field Supervisor and Cooperating Teacher.
7. The Student Teacher will attend all scheduled student teaching and related seminars.
8. It is important for the Student Teacher to assess their growth as a teacher and reflect upon how to refine their teaching skills, classroom management techniques, and professional development. Set personal goals for improvement.



9. Handle routine discipline problems immediately. The Student Teacher should consult the Cooperating Teacher or Field Supervisor for constructive feedback regarding effective techniques.
10. The Student Teacher will discuss with the Cooperating Teacher how to complete the total teach time to provide the best possible experience for the children in the class. Some team teaching is acceptable at this time.
11. The Student Teacher will complete any requirements assigned by the Field Supervisor (i.e., professional portfolio, brochure, resume for job seeking, etc.) and submit these on the required dates.
12. The Student Teacher will dress and act in a professional manner, following the dress code of the school as well as the NAU Student Teacher dress code.

#### **4.4. 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 first to the TCP office, then to the Field Supervisors. The TCP office must approve all reassignments.

\_\_\_ Students may meet with the principal/assistant principal on their first visits. These campus leaders have requested to know who is in their building. Make sure to let them know who you are and to check in with them as appropriate.

\_\_\_ 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 Supervisor as soon as possible.

#### **4.5. 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 teaching. 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.

#### **4.6. Calendar**

- \_\_\_ Student Teachers will follow the calendar of the school district in which they are assigned. For example, if the district has a holiday and the College 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.
- \_\_\_ Check the University Student Teaching calendar for mandatory meetings and other information.

#### **4.7. Absences**

- \_\_\_ Perfect attendance during student teaching is expected. If the Student Teacher must be absent and the absence is planned ahead, they must notify first the Field Supervisor and then the Cooperating Teacher 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 both 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 3 days), their assignment may be terminated.

#### **4.8. Student Teaching Evaluation**

- \_\_\_ Regular observation of the Student Teacher, followed by feedback, is one of the most important tasks done by the Field Supervisor.
- \_\_\_ Observations and feedback serve a dual function of instruction and evaluation.
- \_\_\_ Please See Student Teaching Activity/Documentation Schedule (Appendix C16) for details on formal and informal observation schedule and required documentation.

#### **4.9. 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.

#### **4.10. Other Important Points Regarding Student Teaching**

- \_\_\_ Some school districts will require TB testing and fingerprinting 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; and 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., MySpace.com, FaceBook.com, etc.) or an email address that could be detrimental to their character.

#### **4.11. Student Teaching Policies**

##### **4.11.1. Changing Your Student Teaching Placement**

Students may not negotiate placement within a district. As a North American University Student Teacher, you are the guest of the district and the school. If you are assigned to a school from which you wish to be moved, for a legitimate reason, you must work through your Field Supervisor.

You must not contact the school district office or your Cooperating Teacher to request that you be moved.

##### **4.11.2. Removal of Student Teacher from Student Teaching Program**

Refer to Policy number 5.1 for the detail of this policy in the additional policies section.

##### **4.11.3. Dress Code for Student Teachers**

As a student teacher in a public school, you need to present a professional appearance in order to reflect your transition from college student to educator. When student teaching, conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and should not draw attention to you or distract students. Comfort and ease of movement is also important when choosing your clothes and shoes. To help you dress in your best interest, the following dress code has been developed:

\_\_\_ You are responsible for knowing and following your school district's dress code. In addition to your district's code, the Texas State dress code requires professional dress. Our dress code is based on good judgment about clean clothes, neat hairstyles, and acceptable hygiene. If a difference in dress codes between your district's code and the Texas State code exists, follow the more conservative guidelines. If you are not sure about the acceptability of a garment, check with the supervisor or don't wear it.

\_\_\_ The following are prohibited for all student teachers: jeans, t-shirts, tight fitting clothes or clothes which fit poorly and/or draw attention, visible undergarments, caps or hats indoors, tennis/athletic shoes (unless teaching P.E.), flip flops or sports sandals, piercings other than conservative earrings. Unusually colored hair may not be worn and all tattoos must be covered.



\_\_\_These additional guidelines apply for women: Skirt and dress length should allow you to bend and move without undue exposure. Garments should not be so low, loose or tight that they are revealing. Your midriff should not be exposed. Tops and/or hip huggers that expose the waist, back or chest when bending or leaning are not allowed. You should not wear leggings, pantsuits, or t-shirt material, nor crisscross or spaghetti straps.

\_\_\_These additional guidelines apply for men: Shirts and pants should cover the waist, back, and chest. No tank tops will be allowed. Ties are not required.

\_\_\_Consequences of inappropriate dress are severe. Students will be asked to return home and change, and the time missed will count as an absence from student teaching. A second offense will lead to automatic dismissal from student teaching.

\_\_\_If the school has casual dress on Fridays or for field trips, student teachers may wear appropriately fitted school logo t-shirts (campus of assignment or North American University only) and casual clothes acceptable for the public school casual days. All other dress code guidelines still apply.

Specific requirements for proper dress will be discussed by Field Supervisors, particularly as they relate to teaching fields such as physical education, art, etc.

#### **4.12. Final Details to Remember**

##### **TAKE STUDENT TEACHING SERIOUSLY**

Remember, this experience is one of the most important aspects of your college career. Give it your best effort. You now must take responsibility for your teaching career by completing this experience successfully. Be sure to communicate with both your Cooperating Teacher and the Field Supervisor at all times. If you encounter any serious problem, inform your Field Supervisor immediately. If needed, contact the TCP Office.

##### **BEFORE YOU CAN BE CERTIFIED AS A TEACHER IN TEXAS YOU MUST DO THE FOLLOWING:**

- Take all appropriate TEXES exams (everyone will need a minimum of two: one content test and one Pedagogy and Professional Responsibility (PPR) test)
- Apply for teacher certification online – guidelines are provided on the Office of Educator Preparation website.



### **4.13. 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

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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. ...  
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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**

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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.*

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#### **4.14. Syllabus for (EDUC 4699- Student Teaching) Course**

### **SAMPLE Syllabus (Subject to change) EDUC 4699-Student Teaching**

#### **Course Description:**

During student teaching, students put into practice the skills they have gained in the Interdisciplinary Studies in Education program. Students will be able to manage the real problems of the school successfully; understand the needs of school administrators, teachers, students, and parents; apply technology in the classroom; and create lesson plans and other documentation based on the needs of the schools.

Through the courses and field experiences that have proceeded this semester, teacher candidates have been discovering, acquiring, and developing the roles and dispositions of scholars, problem solvers, and partners which are required of professional educators serving diverse communities of learners. In this, the student teaching semester, teacher candidates now have the opportunity to apply and to adapt, revise, and revisit all that they have learned about teaching and learning as they serve the children, adolescents, and adults within the school and community settings.

#### **Prerequisite/Co-requisite**

Successful completion of all educational and core hours of coursework

#### **Instructional Contact Hours/Credits**

Student teaching – 14 weeks/ 70 days/6 Semester Credits

#### **Learning Objectives/Outcomes**

Students will be able to:

- manage the real problems of the school successfully
- understand the needs of school administrators, teachers, students, and parents
- understand the use of technology in the school environment
- create lesson plans, letters to parents, forms, and other documentation based on the needs of the schools.

#### **Instructional Materials and References**

- Texas Education Code, copies of available guides and textbooks in subject area of student teaching.



## **Instructional Methods**

Hands-on practice, observations, application of virtual technology, role-plays, portfolios, and team-teaching

## **Topical Outline of the Course**

- Introduction to Student Teaching Practicum
- Interaction within the School Environment
- Roles and Responsibilities of Each Party
- Mentor and the Mentee
- Documenting the Practicum

## **Course Content and Goals:**

The primary goal of the student teaching is to provide teacher candidates with the opportunities to be reflective practitioners serving diverse communities who assume, integrate, develop, and refine three related critical professional roles: scholar, problem solver, and partner.

As a scholar, as a problem solver, and as a partner each will be organize content for student learning (planning), create an environment for student learning (management), teach for student mastery (lesson execution), and develop their professional skills and relationships (teacher professionalism). He/she will develop several important dispositions and values. These include:

1. Self-reflection, which will enable him/her to critique, constructively, his/her performance and to make and support judgments and instructional decisions with respect to the learning of individuals or groups of students.
2. A deeper insight into the nature of the learning process and a greater knowledge of human development.
3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work together for common purposes.
4. A realization of the importance of his/her own personal and professional goals.
5. Proficiency in instructional competencies and classroom management techniques through direct experiences, thoughtful analysis and continual revision of effective approaches to teaching and learning.
6. Acquire knowledge of the resources and materials available to the classroom teacher and ability to adapt and/or incorporate available resources and materials into the instructional program.
7. Grow skill in performing routine administrative duties including the maintenance of required records and the submission of required reports.

## **Student Teaching and the Conceptual Framework for Teacher Education:**



NAU teacher candidate should be a reflective practitioner serving diverse communities of learners as a scholar, problem solver, and partner.

- **Reflective Practice:** For each lesson taught, candidates are to summarize the results of their evaluation of student teaching. They should identify strengths and/or weaknesses and cite examples. Suggestions for planning future lessons should be included. Teacher candidates are to journal daily reflections of the strengths and weaknesses of each lesson and how to improve future instruction. Candidates will submit the journals to the Field Supervisor for perusal, but Field Supervisors will return the journals at the end of the student teaching experience.
- **Diverse Communities of Learners:** For a typical classroom experience, Field Supervisor place candidates in diverse classrooms. Each placement will reflect diversity in socio-economic status, ethnicity, ability levels, and various exceptionalities. The Cooperating Teacher and Field Supervisor will assist the candidates in identifying and developing accommodations that meet students' unique needs and abilities.
- **Scholar:** Candidates should be knowledgeable in their field of study. They should use the tools of scholarship, including technology, to research their content area before constructing lessons and to research, examine, and become familiar with the national, state and local standards and performance-based outcomes.
- **Problem Solver:** The student teaching experience will present teacher candidates with a myriad of opportunities to test and refine their problem-solving abilities. These opportunities will include making curriculum decisions, identifying and/or selecting appropriate teaching strategies, identifying and/or selecting appropriate strategies and techniques for classroom management, and identifying and/or selecting appropriate evaluation tools and strategies. They will work in a collaborative arrangement with their cooperating teacher to identify and solve the problems that are a part of the fabric of instruction and management.
- **Partner:** North American University views student teachers as integral team members of each school's faculty. Teacher candidates should build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. They should be invited to faculty meetings, departmental/team meetings, child study team meetings, in-service programs and IEP meetings. They should also be provided with numerous opportunities for communicating with parents/guardians. Teacher candidates should initiate and maintain written, telephone, and personal communications with the home.

**Course Objectives:**



NAU and its supervisors organize the student teaching with the following outcomes in mind. As a result of their experiences in student teaching, teacher candidates will be able to:

1. Organize content knowledge for student learning. That is, they will:
  - a) Become familiar with relevant aspects of students' background;
  - b) Articulate clear learning objectives which are appropriate for their students;
  - c) Demonstrate an understanding of the connections among content learned previously, the current content, and future content;
  - d) Create or select appropriate teaching methods, learning activities, and instructional materials or other resources; and
  - e) Create or select evaluation strategies that are appropriate for the students and aligned with lesson objectives.
2. Create an environment for student learning. That is, they will:
  - a) Create a climate that promotes fairness;
  - b) Establish and maintain rapport with students in ways that are appropriate to their developmental needs;
  - c) Communicate challenging learning expectations to each student;
  - d) Establish and maintain consistent standards of mutually respect in classroom interaction and behavior; and
  - e) Make the physical environment safe and conducive to learning.
3. Teach for student learning. That is, they will:
  - a) Make learning objectives and instructional procedures clear to students;
  - b) Make content comprehensible;
  - c) Encourage students to extend their thinking;
  - d) Monitor students' understanding, provide feedback to assist learning, and adjust learning as the situation demands; and
  - e) Use instructional time effectively.
4. Demonstrate teacher professionalism. That is, they will:
  - a) Reflect on the extent to which students met instructional objectives;
  - b) Demonstrate a sense of efficacy
  - c) Build professional relationships with colleagues to share teaching insights and to coordinate learning activities; and
  - d) Communicate with parents or guardians about student learning.

**Required Texts:**

- The Internship, Practicum, and Field Placement Handbook by Brian N. Baird



- Student Teaching Guidelines. This manual provides information regarding the student teaching program including responsibilities as a student teacher and suggestions regarding procedures and activities to employ during the student teaching period.
1. Additional texts as assigned by the Field Supervisor.

### **Format of the Course:**

Over the course of the student teaching experience, teacher candidates should engage in a variety of activities and experiences designed to enable them to apply, adapt, revise, and revisit what they have learned about teaching and learning and to engage in reflective practice as a scholar, problem solver, and partner in the school and community to which they are assigned. Specifically, they should engage in guided observations designed to acquaint them with students, with classroom management techniques and with instructional methods, strategies, and materials. They should plan and implement daily lesson plans, as well as develop and implement larger projects such as an instructional unit. They should be evaluated using criteria that reflect the course objectives and they should receive feedback, suggestions, and guidance from the student teaching coordinator/supervisor and the cooperating teacher. Finally, they should engage in self-reflection or reflective practice; i.e., they should engage in thoughtful analysis and continual revision of their approaches to teaching and learning.

### **Assessment Criteria and Methods of Evaluating Students**

All stakeholders can use this chart to evaluate student grades.

A	96-100
A-	91-95
B+	86-90
B	81-85
B-	76-80
C+	71-75
C	66-70
C-	61-65
D+	56-60
D	50-55
F	Below 50
S	Satisfactory
U	Unsatisfactory/False

This is a letter grade and will become part of the student's GPA (grade point average). The Field Supervisor and/or the Cooperating Teacher place written comments on individual pieces of work.



#### 4.15. List of Student Teaching Forms

1. Student Teaching Application Form ([Appendix C1](#))
2. Student Teaching Formal Observation Form by Supervisors ([Appendix C2](#))
3. Student Teaching Observation Log by Supervisors ([Appendix C3](#))
4. Informal Observation form ([Appendix C4](#))
5. Student Teaching Anecdotal Record ([Appendix C5](#))
6. Cooperating Teacher Interview Form ([Appendix C6](#))
7. Personal Data for Student Teachers Form ([Appendix C7](#))
8. Absentee Form for Student Teachers ([Appendix C8](#))
9. Weekly Attendance/Schedule/Activity Verification Form ([Appendix C9](#))
10. Student Teaching Weekly Reflection Journal ([Appendix C10](#))
11. Candidate Satisfaction Survey regarding Field Supervisors ([Appendix C11](#))
12. Candidate Satisfaction Survey regarding Cooperating Teachers ([Appendix C12](#))
13. Student Teacher Growth Plan ([Appendix C13](#))
14. Student Teaching Conference/Meeting Form ([Appendix C14](#))
15. Student Teaching Rubric ([Appendix 15](#))
16. Student Teaching Activity/Documentation Schedule ([Appendix C16](#))



## **5. ADDITIONAL POLICIES**

### **5.1. Transfers and Withdrawal policy**

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. Students having difficulties early in the student teaching experience (within the first three weeks) are asked to leave the school, either by the Field supervisor 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/mentor, and Field Supervisor will meet to identify the problem and to determine a solution.
  - The Field Supervisor and cooperating teacher/mentor will develop a growth plan with timeline that will outline specific areas in which the student teacher must improve.
  - The cooperating/mentor 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 or mentor teacher, 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.





## **5.2. Approval for TExES Exams**

TExES exams require intense pedagogy and content knowledge and test preparation. Thus, TCP office will not approve candidates to take PPR test before they register in TCP program.

## **5.3. Determining Readiness to Test**

Students should attend a 6-hours Test Preparation Training prior to taking their official TExES exams. TCP will test the readiness of each candidate to take the PPR through mock tests.

NAU-TCP will only grant test approval for PPR assessment, if the candidate scores proficient in the eligibility test and has met all requirements set by NAU-TCP. Scores on the PPR will determine eligibility for certification.

## **5.4. Recommending for Certification**

In order NAU-TCP to recommend a Student Teacher for certification, the candidate student teacher must meet the following criteria.

- The candidate must complete field-based observation
- The candidate must complete all course work.
- The candidate must pass both PPR and content exams (TExES exams)
- The candidate must complete student teaching.
- The candidate must be in the status of “Finisher” status in ASEP.

## **5.5. TEA Complaint Process**

The complaint process allows for an applicant, candidate, employee or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate’s transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

### **Filing a Complaint**

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with



TEA by filling out the [complaint form](#) online or by mailing or faxing a hard copy to the address on the form.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.

Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

### **After the Complaint Is Filed**

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEA staff will record all complaints in the TEA complaints tracking system. Each complaint, no matter the severity, shall be assigned a tracking number. The complaint will be forwarded to the division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction. If TEA staff determines that the complaint is not within the State Board for Educator Certification's (SBEC) jurisdiction, TEA staff shall notify the complainant that the complaint will be closed without action for lack of jurisdiction. If TEA staff determines the complainant knew or should have known about the events giving rise to a complaint more than two years before the earliest date the complainant filed a complaint with either TEA staff or the EPP, TEA staff will notify the complainant that the complaint will be closed without action. If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, TEA staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.

Upon completion of an investigation, TEA staff will notify both the individual and the EPP in writing of the findings of the investigation. If TEA staff finds that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated. Each party will have ten business days to present additional evidence or to dispute the findings of the investigation.

After reviewing any additional evidence, if TEA staff finds that no violation has occurred, the complaint will be closed and TEA staff will notify both parties in writing. After reviewing any additional evidence, if TEA staff finds that the EPP has violated SBEC rules and/or TEC, Chapter 21, additional actions will be taken against the EPP.

The final disposition of the complaint will be recorded in the TEA complaints tracking system.

Please refer to

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Complaints Against Educator Preparation Programs/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/) for additional details on the complaint process.



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## **APPENDICES**



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## **APPENDIX A**



**Teacher Certification Program (NAU-TCP) Application Form**

- Name \_\_\_\_\_ SSN \_\_\_\_\_  
Gender: \_\_\_\_\_ Ethnicity \_\_\_\_\_ Date of Birth \_\_\_\_\_
  - Current Address: \_\_\_\_\_  
\_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_
  - Permanent Address: \_\_\_\_\_  
\_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_
  - Home phone: \_\_\_\_\_ 5. Cell Phone: \_\_\_\_\_ 6. Work phone: \_\_\_\_\_
7. Name you prefer to be called: \_\_\_\_\_
8. E-mail: \_\_\_\_\_
9. Choose Certification area:
- |                               |                                            |
|-------------------------------|--------------------------------------------|
| Mathematics (7-12) _____      | English Language Arts/Reading (7-12) _____ |
| Physical Science (6-12) _____ | Technology Application (EC-12) _____       |
| Social Studies (7-12) _____   |                                            |

10. List below all colleges, junior colleges, and /or universities you have attended.

Institution	Date Attended	Degree	Major/Minor

11. Are you currently enrolled? If so, where?

\_\_\_\_\_

Provide unofficial transcript or class schedule showing name of university to verify current enrollment.

- 12. Have you previously made application to NAU-TCP? Yes \_\_\_ No \_\_\_ If so, when? \_\_\_\_\_
- 13. Have you previously applied for admission to any other education program? Yes \_\_\_ No \_\_\_

*If admission was denied, or you did not complete the program, provide a statement of explanation on a separate sheet. Include admission date, dates of enrollment, name of program director, and reason for not completing the program.*

14. Have you applied to a degree program? Yes \_\_\_ No \_\_\_

I, \_\_\_\_\_, certify that the foregoing and all information included in this application are true and correct. I must immediately notify the Teacher Certification Program Office of North American University if the answers to any question on the application change prior to my being granted certification.

\_\_\_\_\_  
Name Signature Date



NOTE: Student performance will be continuously monitored through a semester evaluation process by faculty of Education Department. Concerns that are identified will be written and placed in student's file. In addition, students may be requested to appear before Teacher Certification and Retention (TCR) Committee for determination of status in the Teacher Program.

---

**IMPORTANT INFORMATION**

My email address at the end of this form confirms my knowledge of the following:

**PLEASE READ AND SIGN**

Have you ever been charged with a felony or misdemeanor? Yes\_\_\_\_ No\_\_\_\_

If yes, were you convicted? Yes\_\_\_\_ No\_\_\_\_

If you answer yes to either question, please submit a written explanation.

I hereby certify that I have read and fully understand the above statement. I further certify that the information given above is true.

Signature \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

If you have answered "YES" to any of the above questions, please contact the Certification Office, prior to starting your observation assignments.

CONVICTION OF A CRIME IS NOT AN AUTOMATIC BAR TO ADMISSION IN THE TEACHER EDUCATION PROGRAM. THE COLLEGE WILL CONSIDER THE NATURE OF THE OFFENSE, THE DATE OF THE OFFENSE, AND THE RELATIONSHIP BETWEEN THE OFFENSE AND THE TEACHING PROFESSION.

With Few Exceptions, state law gives you the right to request, receive, review, and correct information about yourself collected by this form.



## **Teacher Certification Program (NAU-TCP)**

### **Admission Process**

## **Screening Interview**

### **Sample Questions**

Once a student applies to NAU-TCP, the applicant will be contacted to schedule an interview with the Certification Office. The interview questions will reflect communication and interpersonal skills as well as career directions. Following the interview, the candidate will be notified regarding your acceptance into NAU-TCP. An interview does not guarantee admission. The admission decision will be based on the contents of the completed application packet, and the interview. The following questions are sample questions to ask during the Interview:

1. Why do you want to become a teacher?
2. What do you know about the NAU-TCP? How committed are you to complete the requirements?
3. Why did you select your major?
4. If you could create the ideal classroom, what would it be like?



**Teacher Certification Program (TCP)-Teacher Candidate Interview Rubric**

**APPENDIX A2**

Updated: 2/22/21

Student Name:  
Teaching Field:  
Advisor:  
Interview Date:

Points Possible	0	1 – needs improvement	2 – satisfactory	3 – exemplary	Score
Ability to Teach	No evidence	Does not appear to have the requisite ability to teach	The candidate appears to have the ability to teach and is satisfactorily prepared	The candidate appears to have an exemplary ability to teach and is well-prepared	
Passion for Teaching	No evidence	Does not appear to have a passion for teaching	Appears to have a passion for teaching	Appears to have an exemplary, outstanding passion for teaching	
Attitude	No evidence	Does not demonstrate a positive attitude toward teaching or producing quality work.	Demonstrates a positive attitude about teaching and producing satisfactory work	Demonstrates a positive attitude about teaching and producing exemplary work	
Grade Point Average	No evidence	Does not meet the minimum requirement	Meets the minimum requirement	Exceeds the minimum requirements	
Language Proficiency Skills	No evidence	Does not meet the minimum requirement	Meets the minimum requirement	Exceeds the minimum requirements	

Total Points \_\_\_/15  
\*Passing Score is 10/15

Faculty Committee Members:

Comments:





**Fitness to Teach Form**

**Student's Name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Program:** 8-12 Certifications **Specialization(s):** \_\_\_\_\_

**Candidate's Status (circle one):** Undergraduate Post-Baccalaureate Unknown

**Directions:** Please complete the following checklist by checking the appropriate category for each item. All areas rated, as "NI" should be fully described on the Fitness to Teach Formal Review Form. Attach the Fitness to Teach Formal Review Form to this form and any other relevant documentation.

**KEY:** A – Exemplary B – Good C – Acceptable NI – Needs Improvement

<b>A</b>	<b>B</b>	<b>C</b>	<b>NI</b>	<i>Characteristics/Dispositions</i>
				1. Demonstrates appropriate personal hygiene habits.
				2. Class attendance is regular and punctual.
				3. Accepts and acts upon constructive criticism.
				4. Works productively with faculty and peers.
				5. Understands others' perspectives about teaching.
				6. Separates personal and professional issues.
				7. Demonstrates a commitment to teaching.
				8. Demonstrates an ability to work with ethnically diverse populations.
				9. Demonstrates an ability to work with exceptional learners.
				10. Speaks in a manner appropriate to the learning environment.
				11. Demonstrates appropriate command of both oral and written communication.
				12. Demonstrates appropriate social skills in professional and social interactions with others.
				13. Demonstrates scholastic integrity.
				14. Demonstrates sustained effort towards teacher preparation.
				15. Relationships with students, supervisors, and faculty are appropriate; void of threats, harassment, and abuse.
				16. Overall potential as a teacher.

**Faculty Signature:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**Department:** \_\_\_\_\_ **Course number:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Fitness to Teach Formal Review Form**

*Please return this form to the Teacher Certification Program Office.*

This form should be submitted to NAU-TCP office by any faculty member who has concerns about a student's fitness for teaching.

**Student's name:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

<b>Check one:</b> (indicate in which setting the reported behavior was observed)	<input type="checkbox"/> Academic class (not in a teacher education Course)	<input type="checkbox"/> Teacher Education Course	<input type="checkbox"/> Student teaching

Nature of the concern? (Check all that apply.)

<input type="checkbox"/> Academic Criteria	<input type="checkbox"/> Personal & Prof Requirements
<input type="checkbox"/> Cultural & Social Attitudes & Behavior	<input type="checkbox"/> Emotional & Mental Abilities
<input type="checkbox"/> Physical Skills	

**Directions:** Please briefly describe the behavior, situation or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Fully describe all areas rated as "NI" on the Fitness to Teach Form. Attach any additional relevant documentation. (Use additional paper if necessary.)

Student signature indicates notification regarding concern(s) and is not an indication of agreement.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty signature indicates that the student has been informed in writing of the concern(s) and of the formal fitness to teach referral.

Faculty Signature: \_\_\_\_\_ Department:: \_\_\_\_\_

Course number: \_\_\_\_\_ Date: \_\_\_\_\_



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## **APPENDIX B**



**NAU-TCP Field-Based Experience Application Form**

*Please return this form to the Teacher Certification Program Office.*

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Date of Birth (mm/dd/yyyy)** \_\_\_\_\_ **Driver's License Number** \_\_\_\_\_

**Address** \_\_\_\_\_

**Cell Number** \_\_\_\_\_ **Teaching Field** \_\_\_\_\_

**Certification for which Grade Level** \_\_\_\_\_

**When would you like to complete your field experience?** (Please do not submit your request for field experience prior to your semester of completion!)

\_\_\_\_\_  
 \_\_\_\_\_

**Are you currently enrolled in a class that requires field experience?** Yes\_\_\_ No\_\_\_ If yes, name of the course and the professor \_\_\_\_\_

**Which District would you like to do your field experience in?**

\_\_\_\_\_

**Which grade level would you like to do your field experience in?**

\_\_\_\_\_

**Please select the days, which you would like to work?** These days are subject to change based on the school district and teachers.

\_\_\_ Mon \_\_\_ Tue \_\_\_ Wed \_\_\_ Thu \_\_\_ Fri

**What time would you like to do your field experience?** These days are subject to change based on the school district and teachers.

\_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Field-Based Observation Experience Log  
Teacher Certification Program Office (NAU-TCP)**

Verification and Evaluation of Pre-Student Teaching Field-Based Observation Experiences

A minimum of 30 hours of field-based observation experiences is required. (See guidelines)

Student's Name: \_\_\_\_\_ E-Mail \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Student ID \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Section: \_\_\_\_\_ Professor: \_\_\_\_\_ School District: \_\_\_\_\_

**Please provide following information for each visit to a school.**

**Brief Activity Summary Entry:**

-----  
-----  
-----

School \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_  
Date \_\_\_\_\_ Sign-in Time \_\_\_\_\_ Sign-out Time \_\_\_\_\_ Total Hrs. and Min. \_\_\_\_\_  
Did you interact with students? \_\_\_\_\_

**Brief Activity Summary Entry:**

-----  
-----  
-----

School \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_  
Date \_\_\_\_\_ Sign-in Time \_\_\_\_\_ Sign-out Time \_\_\_\_\_ Total Hrs. and Min. \_\_\_\_\_  
Did you interact with students? \_\_\_\_\_

**Brief Activity Summary Entry:**

-----  
-----  
-----

School \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_  
Date \_\_\_\_\_ Sign-in Time \_\_\_\_\_ Sign-out Time \_\_\_\_\_ Total Hrs. and Min. \_\_\_\_\_  
Did you interact with students? \_\_\_\_\_



**Brief Activity Summary Entry:**

-----  
 -----  
 -----

School \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_  
 Date \_\_\_\_\_ Sign-in Time \_\_\_\_\_ Sign-out Time \_\_\_\_\_ Total Hrs. and Min. \_\_\_\_\_  
 Did you interact with students? \_\_\_\_\_

**Brief Activity Summary Entry:**

-----  
 -----  
 -----

School \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_  
 Date \_\_\_\_\_ Sign-in Time \_\_\_\_\_ Sign-out Time \_\_\_\_\_ Total Hrs. and Min. \_\_\_\_\_  
 Did you interact with students? \_\_\_\_\_

(Use an additional sheet if necessary)

**TOTAL OBSERVATION TIME (HOURS: MINUTES):**

**I certify that the above information is accurate. I acknowledge that deliberate omissions of falsifications may influence my teacher education status.**

Student Signature: \_\_\_\_\_ Advisor's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_ Date: \_\_\_\_\_

**EVALUATION**

1. How would you rate your set of experiences? Excellent \_\_\_ Good \_\_\_ Fair \_\_\_ Poor \_\_\_
2. What suggestions do you have for improving this field experience program? \_\_\_\_\_  
 \_\_\_\_\_
3. How could the Education Department have helped to make your experiences more meaningful? \_\_\_\_\_  
 \_\_\_\_\_



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## APPENDIX C



**Student Teaching Application Form**

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 e 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 College, 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

Observation #: \_\_\_\_\_



**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) \_\_\_\_\_

Intern Teacher – Field Supervisor **Pre-Conference** Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Duration (in minutes) \_\_\_\_\_  
Intern Teacher – Field Supervisor **Post-Conference** Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Duration (in minutes) \_\_\_\_\_

Assignment Start Date: \_\_\_\_\_ Assignment End Date: \_\_\_\_\_  
First Contact with the candidate (initial contact): *(It must occur within the 1<sup>st</sup> three weeks of the Assignment).* \_\_\_\_\_

**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.

Field Supervisor Signature: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

***Note: This section needs to be filled out after the final observation is completed.***

The Student Teacher has completed all requirements of the Student Teaching (ST). Therefore, we recommend that the ST was successful, and the Student Teacher is ready to be recommended for the standard teacher certification.

Mentor's Name: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Copy Received by Campus Administrator**

Administrator's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**NAU-TCP Student Teaching Observation Log for Supervisors**

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



**NAU-TCP Student Teaching  
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:**

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**Observer Signature:** \_\_\_\_\_





**Student Teaching Anecdotal Record**

Student Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject/Lesson Observed: \_\_\_\_\_

<b>Observations</b>	<b>Questions/Comments/Suggestions</b>




One copy for Student Teacher	One copy for Cooperating Teacher	One copy for Field Supervisor
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**Observer Signature:** \_\_\_\_\_



**Cooperating Teacher (CT) Interview Form**

**APPENDIX C6**  
Updated: 2/22/21

Student Teacher \_\_\_\_\_

Phone Number \_\_\_\_\_ ID# \_\_\_\_\_

School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ CT's Phone # \_\_\_\_\_

Grade \_\_\_\_\_ Classroom Room # \_\_\_\_\_ Classroom Phone number \_\_\_\_\_

CT's email: \_\_\_\_\_

**School Personnel:**

Principal \_\_\_\_\_ Ass't. Principal \_\_\_\_\_

Secretary \_\_\_\_\_ Receptionist \_\_\_\_\_

Librarian \_\_\_\_\_ Librarian Assistant \_\_\_\_\_

Grade Level Team Leader \_\_\_\_\_

Art \_\_\_\_\_ Music \_\_\_\_\_

Nurse \_\_\_\_\_ Custodian \_\_\_\_\_

Cafeteria Manager \_\_\_\_\_

P.E. \_\_\_\_\_ Technology Facilitator \_\_\_\_\_

Resource \_\_\_\_\_

**Schedules:**

Arrival Time \_\_\_\_\_ Departure \_\_\_\_\_

Lunch \_\_\_\_\_ Recess \_\_\_\_\_  
\_\_\_\_\_

**Sequential Daily Schedule:**

Subject



Music \_\_\_\_\_ Library \_\_\_\_\_  
\_\_\_\_\_

Art \_\_\_\_\_ Computer Lab \_\_\_\_\_

Faculty Mtgs. \_\_\_\_\_ P.E. \_\_\_\_\_

**Emergency Procedures:**

Signal for fire drill: \_\_\_\_\_

Your responsibilities 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Pathway out of the school \_\_\_\_\_

Alternate pathway if first plan is blocked \_\_\_\_\_

Normal first aid procedures for minor accidents \_\_\_\_\_

Procedures in event of serious accident: person to contact \_\_\_\_\_

How \_\_\_\_\_

Location in the school, appropriate ph.#, location of phone, etc. \_\_\_\_\_

**Behavior Management Procedures:**

Describe the campus behavior management plan. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How are students informed of the plan? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Are rules posted? If so, where? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Describe the classroom behavior management plan. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the steps taken if misbehavior cannot be dealt with in the classroom.

\_\_\_\_\_

\_\_\_\_\_

**Suggested questions:**

Where did you receive your teacher training? \_\_\_\_\_

\_\_\_\_\_

How long have you taught on this campus? \_\_\_\_\_

\_\_\_\_\_

What experiences or course work best prepared you for teaching? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are the biggest challenges facing teachers today? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What characteristics are most important to being a successful teacher? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



What special programs does your school offer for children in your classroom?

---

---

What are your favorite pastimes or hobbies?

---

---

What advice, preferences and/or expectations do you have for me as your student teacher?

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**Review with your teacher the suggested timeframe for assumed responsibilities found in your handbook. Make some tentative plans for the first three weeks of your experience.**

Week 1 \_\_\_\_\_

Week 2 \_\_\_\_\_

Week 3 \_\_\_\_\_



**Personal Data for Student Teachers**

Name \_\_\_\_\_ ID# \_\_\_\_\_

Current  
Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Cell \_\_\_\_\_ E-mail \_\_\_\_\_

Emergency Contact Person/Relationship: \_\_\_\_\_

Married \_\_\_\_\_ Single \_\_\_\_\_ Birthdate \_\_\_\_\_

Children/Ages

\_\_\_\_\_

Will you be taking afternoon or evening classes? If yes, please list:

Course \_\_\_\_\_

Day \_\_\_\_\_ Time \_\_\_\_\_ Professor \_\_\_\_\_

Will you be working during student teaching? If yes, Employer \_\_\_\_\_

Hobbies, Interests, Talents:

\_\_\_\_\_



If you have health issues that might affect your success, you may list them if you so desire.

---

Major Concerns about student teaching:

---

---

Greatest expectation regarding student teaching:

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---

Carefully identify three professional goals that you would like to meet the first half of the student teaching semester. Why are these important you?

---

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---





**Absentee Form for Student Teachers**

Perfect attendance during student teaching is expected. If the Student Teacher must be absent and the absence is planned ahead, they must notify **first the Field Supervisor and then the Cooperating Teacher** 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. **Please acquire Cooperating Teacher's signature and submit your form to Field Supervisor.** Not required for seminars, meetings or professional development planned by school district, North American University, or University Mentor.

Student Teacher \_\_\_\_\_ Home Telephone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Home Telephone \_\_\_\_\_

Date(s) of absence \_\_\_\_\_ If not all day, what hours \_\_\_\_\_

\_\_\_\_\_ Personal need absence (planned in advance, i.e. interviews, doctor appointments)

Reason for Absence:

*FOR EMERGENCY ABSENCES:*

*(To be completed the 1<sup>st</sup> day back from an emergency absence and given to Field Supervisor at next observation/meeting)*

\_\_\_\_\_ *Date of Emergency absence (unexpected, i.e. illness or accident)*

*Reason for Absence:*

Date/time Cooperating Teacher was notified \_\_\_\_\_

Date/time University Mentor was notified \_\_\_\_\_

*Obtain approvals and complete prior to absence for personal reason. Obtain these approvals as far in advance as possible. Give the form to Field Supervisor at next observation/meeting.*

Cooperating Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Date of approval/excusable by Field Supervisor \_\_\_\_\_



**Weekly Attendance/Schedule/Activity Verification Form**

Student's Name: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

School \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Week \_\_\_\_\_

*The Student Teaching is one-semester long (14 weeks/70 days), unpaid, full-time experience in a local public-school classroom. It requires at least 70 days, not including holidays. Candidates may deduct up to 5 days due to maternity leave, military leave, illness, or bereavement. No other courses should be taken with student teaching without prior approval from the TCP office.*

**ATTENDANCE**

Please verify your attendance

	Monday	Tuesday	Wednesday	Thursday	Friday
Sign-in Time					
Sign-out Time					
Signature (Student Teacher)					
Signature (Cooperating Teacher/Principal)					

Notes-----  
-----

**SCHEDULE**

Please provide weekly in-class/student teaching schedule information:

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Period 6					
Period 7					

NOTES:

**ACTIVITY**

Provide Brief Description of your weekly activities:

**Note: Make copies of this form as much as you need to meet your required ST time (14 weeks/70 days).**



**Student Teaching Weekly Reflection Journal**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Highlights of my Week:** (Humorous or sad anecdotes about my teaching week, effective methods of discipline or teaching strategies, successes, etc.)

**Challenges of my week:** (personal concerns, pressures, ineffective methods of discipline or teaching strategies, time management problems, frustrations, etc.)

**Goals for my Growth:**

**Self-Evaluation:** (record my growth, reactions and/or evaluation of what I observed or did, incorporation of new ideas, goals I met, etc.)

**Questions for University Mentor:**



**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. Return this form to TCP office.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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.

7. In what ways have Field Supervisor been beneficial to you?

8. How could your Field Supervisor have better assisted you?

9. 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 Teachers**

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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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"/>



**SECTION B:** Listed below are general questions regarding your Cooperating Teacher. Please provide comments in the spaces provided.

10. In what ways have Cooperating Teacher been beneficial to you?

11. How could your Cooperating Teacher have better assisted you?

12. Use the remaining space to share any comments you have about your Cooperating Teacher.

Thank You

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



**Student Teacher Growth Plan**

**APPENDIX C13**  
Updated: 2/22/21

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: \_\_\_\_\_





**NAU-TCP Student Teaching  
Conference/Meeting Form**

Date \_\_\_\_\_ Time \_\_\_\_\_  
Topic \_\_\_\_\_ Place \_\_\_\_\_

**Please provide following information:**

**ATTENDEES**

**Please lists conference attendees**

.....  
.....

**Please describe the nature of this conference/feedback along with discussion items**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**ACTION ITEMS**

.....  
.....  
.....

**SIGNATURE OF ATTENDEES**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Other Signature (Title) \_\_\_\_\_ Date \_\_\_\_\_  
Other Signature (Title) \_\_\_\_\_ Date \_\_\_\_\_  
Other Signature (Title) \_\_\_\_\_ Date \_\_\_\_\_



## STUDENT TEACHING RUBRIC

Name of Student Teacher: \_\_\_\_\_

Academic Term for Student Teaching: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School Student Teaching Performed: \_\_\_\_\_

Course(s) Taught: \_\_\_\_\_

Grade Levels: \_\_\_\_\_

### Rubric Items:

- 1) Portfolio (85%)
- 2) Reflection Report (10%)
- 3) Student Teacher – Field Supervisor Conferences (5%)

### Score (max 101 pts.):

### Letter Grade:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
96-100	91-95	86-90	81-85	76-80	71-75	66-70	61-65	56-60	50-55	<50



1) Portfolio

<b>SUPPORT DOCUMENTS</b>	<b>1</b>	<b>0</b>	<b>Score</b>
3a. Application for Student Teaching*	Submitted	Not Submitted	
3b. Student Teaching Syllabus	Submitted	Not Submitted	
3c. Student Teacher Growth Plan	Submitted or not needed	Needed but not submitted.	
3d. Test Preparation Training (min.6 hours) *	Submitted	Not Submitted	
3e. Cooperating Teacher Interview by Student Teacher	Submitted	Not Submitted	
3f. Personal Data of Student Teacher	Submitted	Not Submitted	
3g. Cooperating Teacher Training Conference Form	Submitted	Not Submitted	
3h. Student Teacher Orientation Conference Form	Submitted	Not Submitted	
3i. Mid-Term Conference with Cooperating Teacher Form	Submitted	Not Submitted	
3j. Weekly Attendance/Activity Verification Forms (14 weeks/70 days needed) *	Submitted	Not Submitted	
3k. Absentee form for Student Teachers	Submitted or not needed	Needed but not submitted.	
3l. Student Teacher Weekly Reflection Journals (14 weeks/70 days needed)*	Submitted	Not Submitted	
3m. Formal Observation Forms by Field Supervisor (4 needed) *	Submitted	Not Submitted	
3n. Formal Observation Forms by Cooperating Teacher (4 needed) *	Submitted	Not Submitted	
3o. Informal Observation Form by Field Supervisor (1 needed)*	Submitted.	Not Submitted.	
3p. Informal Observation Form by Cooperating Teacher (1 needed) *	Submitted.	Not Submitted.	



3q. Lesson Plans (4 needed)	Submitted	Not Submitted.	
3r. Candidate's satisfaction Survey regarding Field Supervisor*	Submitted	Not Submitted	
3s. Candidate's satisfaction Survey regarding Cooperating Teacher*	Submitted	Not Submitted	
Total (max 19 pts.)			
<b>Multiply Total by 2 = WEIGHTED SCORE (max 38 pts.)</b>			

**Rating Legend:** 1–Satisfactory, 0–Unsatisfactory

\* **Required Items:** Student will fail the class automatically if any of these items are not completed and submitted.

<b>FORMAL OBSERVATIONS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
Final Formal Observation Form by Field Supervisor	Student teacher has overall advanced competency or competency score for each evaluation group.	Student teacher has overall advanced competency or competency score for at least 3 evaluation groups.	Student teacher has overall beginning competency score for at least 1 evaluation group.	Student teacher overall needs improvement for at least 1 evaluation group.	
Final Formal Observation Form by Cooperating Teacher	Student teacher has overall advanced competency or competency score for each evaluation group.	Student teacher has overall advanced competency or competency score for at least 3 evaluation groups.	Student teacher has overall beginning competency score for at least 1 evaluation group.	Student teacher overall needs improvement for at least 1 evaluation group.	
<b>TOTAL SCORE (max 8 pts.)</b>					

**Rating Legend:** 4–Excellent, 3–Good, 2–Poor, 1–Unsatisfactory



LESSON PLAN	4	3	2	1	Score
Lesson Plan: Stage 1- Desired results	This section is done comprehensively and includes all of the items listed: (Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	This section is done adequately and includes all of the items listed: (Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	This section is poorly done and includes all of the items listed: (Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	This section is poorly done and includes some of the items listed:(Texas State Standards, Primary Objective, Prerequisites, Possible Misconceptions, and Materials/equipment)	
Lesson Plan: Stage 2- Assessment	Both the <i>Pre-assessment</i> and <i>post-assessment</i> sections have been addressed in a comprehensive fashion.	Both the <i>Pre-assessment</i> and <i>post-assessment</i> sections have been addressed in a adequate fashion.	Both the <i>Pre-assessment</i> and <i>post-assessment</i> sections have been addressed in a poor fashion.	Only one <i>Pre-assessment</i> or <i>post-assessment</i> sections have been addressed in a poor fashion.	
Lesson Plan: Stage 3- Content Development	The content is <i>introduced</i> appropriately, there is appropriate <i>practice</i> , and <i>closure</i> is effectively addressed.	The content is <i>introduced</i> adequately, there is appropriate <i>practice</i> , and <i>closure</i> is adequately addressed.	The content is <i>introduced</i> poorly, there is not appropriate <i>practice</i> , and <i>closure</i> is poorly addressed.	One or two of the items (introduction, practice or closure) are missing. The rest is poorly addressed.	
Lesson Plan: Stage 4- Extensions and Assistance	The <i>extensions</i> of the lessons are appropriate, and <i>technology</i> is used, if appropriate. The reflection shows a lot of thought.	The <i>extensions</i> of the lessons are adequate, and <i>technology</i> is used, if appropriate. The reflection shows some thought.	The <i>extensions</i> of the lessons are poor, and <i>technology</i> is used, if appropriate. The reflection shows some thought.	Either extension or reflection is missing.	
Lesson Plan: Stage 5- Appendix	The copy of instructional materials (handouts, worksheets, presentations etc.) are clearly presented in the appendix.	The copy of instructional materials (handouts, worksheets, presentations etc.) are adequately presented in the appendix.	The copy of instructional materials (handouts, worksheets, presentations etc.) are poorly presented in the appendix.	There are many items missing in the appendix.	
Total (max 20 pts.)					
<b>Multiply Total by 2 = WEIGHTED SCORE (max 40 pts.)</b>					

**Rating Legend:** 4–Advanced Competence (AC), 3–Competence (C), 2–Beginning Competence (BC), 1–Needs Significant Improvement (NI)



2) Reflection Report

<b>REFLECTION REPORT</b>	<b>9-10</b>	<b>5-9</b>	<b>1-4</b>	<b>0</b>	<b>Score (max 10 pts.)</b>
3t. Reflection Report	Report is excellent. It successfully reflects all the aspects of the student teaching.	Report is good. It reflects most aspects of the student teaching.	Report is written poorly. It doesn't reflect the experience of the student teaching.	Not submitted.	

**Rating Legend:** (9-10) Excellent, (5-8) Good, (1-4) Poor, (0) Unsatisfactory

3) Student Teacher - Field Supervisor Conferences

<b>CONFERENCE MEETINGS</b>	<b>5</b>	<b>3-4</b>	<b>1-2</b>	<b>0</b>	<b>Score (Max 5 pts.)</b>
3u. Student Teacher – Field Supervisor Conferences (at least 3 meetings)	Student teacher attended at least 3 conference meetings. He/she showed responsibility for attending these meetings. Forms are submitted.	Student teacher attended 2 conference meetings. Student teacher showed some responsibility for attending these meetings. Forms are submitted.	Student teacher attended only one conference meeting. Student teacher wasn't very responsible for attending these meetings. Form is submitted.	Student teacher didn't attend any conference meetings. Student teacher wasn't responsible. No form is submitted.	

**Rating Legend:** (9-10) Excellent, (5-8) Good, (1-4) Poor, (0) Unsatisfactory



**STUDENT TEACHING ACTIVITY/DOCUMENTATION SCHEDULE**

**First Day of Student Teaching should be no later than 2<sup>nd</sup> week of school.**

Date of First Day of Student Teaching: \_\_\_\_\_

<b>IN THE BEGINNING OF THE SEMESTER</b>			
<b>Activity/Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Complete Application for Student teaching</li> </ul>	Field Supervisor	Prior to student teaching	
<ul style="list-style-type: none"> <li>Complete Personal Data for Students</li> </ul>	Turn it in to Field Supervisor within the first week of Student Teaching	Prior to student teaching	
<ul style="list-style-type: none"> <li>Attend <b>Initial Contact Meeting</b> with Field Supervisor</li> </ul>	N/A	Prior to Student Teaching	
<ul style="list-style-type: none"> <li>Attend <b>Student Teaching Orientation meeting</b> between Student Teacher, Cooperating Teacher, Principal, and Field Supervisor</li> </ul>	N/A	Prior to Student Teaching, will be arranged by Field Supervisor	
<ul style="list-style-type: none"> <li>Attend <b>Initial Orientation Meeting with Cooperating Teacher</b></li> </ul>	N/A	Schedule with Cooperating Teacher prior to student teaching or first week of student teaching	
<ul style="list-style-type: none"> <li>Complete Cooperating Teacher Interview Form</li> </ul>	Return to Field Supervisor at next meeting	May be completed in Initial Orientation Meeting with Cooperating Teacher	
<b>WEEKLY</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Student Teacher Reflection Journal (Weekly)</li> </ul>	Keep it for your records, return to Field Supervisor at your next meeting	Will be checked by Field Supervisor in the conference meeting after each formal observation/next meeting	Every Week
<ul style="list-style-type: none"> <li>Attendance/Schedule/Activity Form</li> </ul>	Keep it for your records, return to Field Supervisor at	Will be checked by Field Supervisor in the conference meeting after each	Fill out every day



	your next meeting	formal observation/next meeting	
<b>AT THE END OF THE SEMESTER</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Complete your portfolio</li> </ul>	Field Supervisor		
<ul style="list-style-type: none"> <li>Candidate's satisfaction survey regarding Field Supervisor</li> </ul>	TCP office, one week prior to the end of Student Teaching		
<ul style="list-style-type: none"> <li>Candidate's satisfaction survey regarding Cooperating Teacher</li> </ul>	TCP office, one week prior to the end of Student Teaching		





**COOPERATING TEACHER-ACTIVITY/DOCUMENTATION SCHEDULE**

<b>IN THE BEGINNING OF THE SEMESTER</b>			
<b>Activity/Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>(Requested but not Mandatory) Attend <b>Student Teaching Orientation meeting</b> between Student Teacher, Cooperating Teacher, Principal, and Field Supervisor</li> </ul>	N/A	Prior to Student Teaching	
<ul style="list-style-type: none"> <li>Conference/Feedback Form for <b>Initial Orientation Meeting</b> (prior to start of the student teaching or within the first week of student teaching)</li> </ul>	Keep one for your records; give one copy to Student teacher.	A copy will be requested by Field Supervisor after 1st formal observation visit to the campus	9/3/201__
<b>IN THE MIDDLE OF THE SEMESTER</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Conference/Feedback Form for <b>Mid-term Conference</b></li> </ul>	Keep one for your records; give one copy to Student teacher.	A copy will be requested by Field Supervisor after 3rd formal observation visit to the campus	
<b>OBSERVATIONS</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Student Teacher Formal Observation Form               <ul style="list-style-type: none"> <li>2<sup>nd</sup> Week of Student Teaching</li> </ul> </li> </ul>	Keep one for your records; give one copy to Student teacher.	A copy will be requested by Field Supervisor after each formal observation visit to the campus	
<ul style="list-style-type: none"> <li>Student Teacher Formal Observation Form               <ul style="list-style-type: none"> <li>4<sup>th</sup> Week of Student Teaching</li> </ul> </li> </ul>	Keep one for your records; give one copy to Student teacher.	A copy will be requested by Field Supervisor after each formal observation visit to the campus	
<ul style="list-style-type: none"> <li>Student Teacher Observation Form               <ul style="list-style-type: none"> <li>8<sup>th</sup> Week of Student Teaching</li> </ul> </li> </ul>	Keep one for your records; give one copy to Student teacher.	A copy will be requested by Field Supervisor after each formal observation visit to the campus	
<ul style="list-style-type: none"> <li>Informal Observation Form</li> </ul>		Any Date and Time during the semester. <u>Should be unannounced.</u> Return to Field Supervisor.	
<b>AT THE END OF THE SEMESTER</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Final Observation: Official Observation form should be completed during the last 2 weeks of student teaching</li> </ul>	Keep one for your records; give one copy to Student teacher.	Submit it to Field Supervisor at the end of the semester.	



**FIELD SUPERVISOR-ACTIVITY/DOCUMENTATION SCHEDULE**

<b>IN THE BEGINNING OF THE SEMESTER</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Set Up Initial Contact Meeting</li> </ul>		Prior to student teaching	
<ul style="list-style-type: none"> <li>Conference/Feedback Form for <b>“Student Teaching Orientation meeting” between Student Teacher, Cooperating Teacher, Principal, and Field Supervisor</b></li> </ul>	Keep one for your records; give one copy to Student teacher.	Cooperating Teacher attendance is requested but not mandatory.	
<b>OBSERVATIONS</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Date Completed</b>
<ul style="list-style-type: none"> <li>Student Teacher Observation Form               <ul style="list-style-type: none"> <li>1<sup>ST</sup> formal observation</li> </ul> </li> <li>Conference/Feedback Form for               <ul style="list-style-type: none"> <li>1<sup>ST</sup> formal observation</li> </ul> </li> </ul>	Keep one for your records; copies Student teacher. Give copies to Cooperating Teacher and School Principal	<p><b>-Should be within first 6 weeks as required by law</b></p> <p>-Complete post observation conference form</p>	
<ul style="list-style-type: none"> <li>Student Teacher Observation Form               <ul style="list-style-type: none"> <li>2<sup>nd</sup> formal observation</li> </ul> </li> <li>Conference/Feedback Form for               <ul style="list-style-type: none"> <li>2<sup>nd</sup> formal observation</li> </ul> </li> </ul>	Keep one for your records; copies Student teacher. Give copies to Cooperating Teacher and School Principal	<p>-Can be within second 6 weeks (e.g. Feb 25-Apr 22, 2013)</p> <p>-Complete post observation conference form</p>	Expected Date
<ul style="list-style-type: none"> <li>Student Teacher Observation Form               <ul style="list-style-type: none"> <li>3<sup>RD</sup> formal observation</li> </ul> </li> <li>Conference/Feedback Form for               <ul style="list-style-type: none"> <li>3<sup>RD</sup> formal observation</li> </ul> </li> </ul>	Keep one for your records; copies Student teacher. Give copies to Cooperating Teacher and School Principal	<p>-Can be within third 6 weeks (e.g. Apr 22-May 31, 2013)</p> <p>-Complete post observation interactive conference</p>	Expected Date
<ul style="list-style-type: none"> <li>Student Teacher Observation Form               <ul style="list-style-type: none"> <li>4<sup>th</sup> formal observation</li> </ul> </li> <li>Conference/Feedback Form for               <ul style="list-style-type: none"> <li>4<sup>th</sup> formal observation</li> </ul> </li> </ul>	Keep one for your records; copies Student teacher. Give copies to Cooperating Teacher and School Principal	<p>-Can be within third 6 weeks (e.g. Apr 22-May 31, 2013)</p> <p>-Complete post observation conference form</p>	Expected Date
<b>AT THE END OF THE SEMESTER</b>			
<b>Form</b>	<b>Return to</b>	<b>Notes</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Check student portfolio</li> </ul>			