The Teacher Candidate Handbook provides information for Teacher Candidates in their Student Teaching Placements, University Supervisors, Cooperating Teachers, and Administrators. The Professional Education Programs (PEP) is committed to developing educational leaders who create tomorrow’s opportunities.

**SPECIAL NOTE:** The Teacher Candidate Handbook is to be used concurrently with the Student Teaching Syllabus. References are made throughout this Handbook to various forms and documents to be used during the student teaching experience. All course information is available in the BbLearn course shell and candidates are expected to be able to navigate the course in BbLearn, or seek assistance from BbLearn Support. Teacher candidates are expected to print the forms and documents at the start of their student teaching semester. Teacher candidates will be informed of addendums in a timely manner. Samples of evaluations are provided online in the course. Completed observation evaluations from university supervisors are available to the candidate via the online course/s in BbLearn. Completed evaluations from the cooperating teacher are emailed to teacher candidates and university supervisors upon submission. Your cooperating teacher must have your NAU email address.

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**Liability Protection for Teacher Candidates**

Student [Teaching] Internship Coverage

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

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

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

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

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

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

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

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

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

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

Best wishes on your upcoming semester!

Sincerely,

Marilee

Marilee Eveleth
Director
Professional Education Programs
Introduction

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

The teacher candidates are expected to honor the ethical, professional, and conduct guidelines specified in the “Statement of Values and Expected Professional Behaviors” along with the school and district policies. The teacher candidate must adhere to professional expectations.

TEACHER CANDIDATE KNOWLEDGE, SKILLS AND DISPOSITIONS

Teacher candidates who work in P-12 school settings shall have the commitment to develop and demonstrate growth in the attitudes, dispositions and skills described in this document in order to embody the values of the vocation of teaching. The Professional Education Programs faculty established standards in the areas of knowledge, skills and dispositions as essential to the professional development of candidates. In order to be academically eligible, candidates must meet programmatic requirements and behave in ways consistent with the values and expectations outlined in this document. Teacher candidates are expected to develop and demonstrate growth in their knowledge, professional skills, attitudes, and professional dispositions described in this document in order to embody the values of the vocation of teaching. Repeat misconduct of the values and/or expected professional behaviors may result in serious consequences, including implementation of a professional growth plan, academic program suspension or dismissal, or other discipline as appropriate to the violation.

Teacher Candidate Content Knowledge
Teacher Candidates who work in P-12 school settings shall have the commitment to demonstrate the level of expertise in their content/subject matter relevant to their area of teaching. They are committed to remain current in this knowledge.

Teacher Candidate Professional Skills
Teacher Candidates who work in P-12 school settings shall have the commitment to implement effective teaching methodologies relevant to the specific subject matter being taught that engage all students in the learning process. They are committed to increasing their knowledge of teaching methodologies and improving their teaching skills.

Teacher Candidate Professional Dispositions
Teacher Candidates who work in P-12 school settings shall have the commitment to demonstrate professional dispositions required of teachers. They are committed to: be open to new ideas and opinions; care for all students; be confident in their teaching; and adhere to ethical standards. They are committed to ensuring that all students learn.
Statement of Values and Expected Professional Behaviors

Candidates demonstrate their commitment to academic standards and professional competencies by agreeing to adhere to the following values and expected behaviors:

I will establish a credible reputation as an educator and provide leadership by:
- Taking responsibility for the physical safety and welfare of students
- Maintaining confidentiality regarding student records and information
- Being present, punctual, and prepared for university classes as well as teaching responsibilities
- Dressing professionally in teaching situations and educational environments
- Demonstrating appropriate amounts of self-control and self-regulation in my communication with others
- Taking responsibility for my actions
- Being open to new ideas and cultures
- Maintaining a strong sense of intellectual curiosity
- Assuming appropriate responsibility and authority
- Acting purposefully with commitment and enthusiasm
- Adhering to the highest ethical standards
- Demonstrating integrity and honesty
- Avoiding verbal or physical harassment and/or abuse
- Avoiding any inappropriate relationships with students, family members of students, or other school personnel
- Avoiding intimidating or embarrassing other individuals
- Making good professional judgments
- Developing an appropriate and sufficient level of teacher self-efficacy, which are my beliefs about my competencies and abilities in a given school related situation to make a difference

I will act in a collaborative manner by:
- Listening to and valuing others’ perspectives
- Contributing to joint work
- Demonstrating willingness to learn from others
- Demonstrating flexibility and openness
- Demonstrating respect for diverse ideas/people as assets
- Keeping supervisors informed of any issues/problems and following all guidelines regarding “duty to report” cases

I will fulfill the essential functions of the teaching role by:
- Exhibiting physical well-being to meet the demands of the teaching profession
- Exhibiting emotional well-being to meet the demands of the teaching profession
- Developing a corrective plan and/or seeking help when needed to maintain personal wellness
- Displaying empathy and an ethic of care
- Practicing patience
- Inviting and receiving professional feedback non-defensively
- Decreasing impulsivity and reactivity
- Managing moods
- Expressing emotions appropriately
- Developing social skills (e.g. giving and receiving feedback, communication)
- Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics
- Being prepared for class each day
- Being aware of my content knowledge limitations
- Seeking assistance as needed to improve skills
Student Teaching

All teacher candidates accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors are understood to apply to the teacher candidate’s academic, professional, and public life.

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

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

Eligibility to Student Teach

In order to student teach, all candidates must have met the prerequisites of the Professional Education Programs and their respective departments and programs of study. At this point, the teacher candidates who have confirmed placements have met the preliminary eligibility benchmarks. The minimal qualifications for admission to student teaching consist of:

1. Fully admitted to the Professional Education Programs
2. Cumulative GPA of 2.50 in all education courses with no grade lower than a “C”
3. Unique student teaching experiences must meet additional requirements to include a minimum 3.0 GPA
4. A minimum NAU cumulative GPA of 2.50 for Undergraduates
5. A minimum NAU cumulative GPA of 3.0 for Graduates
6. Completed all education courses and all departmental requirements prior to student teaching
7. Submitted a completed application one year prior to student teaching
8. Fingerprint Clearance Card issued by DPS with expiration date no earlier than the end of the student teaching semester must be on file with the Professional Education Programs (copy of front and back)
9. Elementary Education majors requesting a middle school (7th-8th grade) content placement must provide passing NES scores for areas requested
10. *STIC candidates must be hired as the “teacher of record” for a classroom that meets their degree requirements
11. *STIC candidates must have a Student Teaching Intern Certificate issued from ADE on file with PEP
12. *TIPP candidates must be hired as the “teacher of record” for a classroom that meets degree requirements
13. *TIPP candidates must have the Teaching Intern Certificate issued from ADE on file with the COE advisor.

*See STIC and TIPP sections below for more program details.

There may be additional criteria for eligibility depending on departments and specific programs of study. Teacher candidates are required to meet with their academic advisors and maintain communication throughout the semester prior to the student teaching semester to determine final eligibility. The Professional Education Programs reserves the right to cancel a placement due to ineligibilities reported by the academic advisor and/or benchmarks that are not verifiable by this office. It is the teacher candidate’s responsibility to ensure that they have successfully met benchmarks.

Responsibilities of the Teacher Candidate Prior to the Student Teaching Experience

After the final eligibility check and before the start of the student teaching experience, the teacher candidate should:

1. Communicate with academic advisor to verify all paperwork has been submitted to graduate
2. Register for student teaching (communicate with academic advisor if assistance is needed)
3. Un-enroll in any courses that were not approved by the Professional Education Programs through a Special Request
4. Pay tuition
5. Communicate with cooperating teacher to establish an initial meeting date and start date
6. Make an effort to meet the principal and office staff (whenever possible)
7. Respond to university supervisor’s initial email or voicemail
8. View/Attend the Student Teaching Orientation
9. Complete the Orientation Survey and Culturally Responsive Teaching Assessment (CRTA)
10. Print and read the Teacher Candidate Handbook and Syllabus
11. Print and prepare all required documents for the initial team meeting and student teaching experience

Northern Arizona University is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

The Student Teaching Experience
Teacher Candidate

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

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

Getting Ready for the Experience

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

Blackboard Student Teaching course

Student Teaching courses are web-enhanced, providing access to the Handbook, Syllabus, and student teaching information through BbLearn. Once you have read through the Handbook and Syllabus, each teacher candidate is required to complete the Orientation quiz within Blackboard and Culturally Responsive Teaching Assessment survey (auto-sent to your NAU email) within the first two days of the student teaching experience. You WILL NOT have access to the full course until you have scored 16/20 points on the Orientation quiz. All student teaching materials will be available in the Blackboard course. Teacher candidates are expected to submit specific documents and assignments within the appropriate course submission areas by the due dates established with the university supervisor. Take some time to navigate the course and familiarize yourself with the links and information.
Student Teaching

Blackboard Candidate Work Sample (CWS) course

The Candidate Work Sample is one of the required assignments within the Student Teaching course. This assignment is located in its own BbLearn course (excluding Math and Science majors) with a CWS evaluator assigned to each course. Teacher candidates will receive an introductory email from the CWS evaluator through your NAU email. After this initial connection, teacher candidates must correspond with the evaluator through the CWS BbLearn course for the semester. Teacher candidates are expected to read the information provided in the CWS BbLearn course to know and understand the expectations for this assignment. Teacher candidates are expected to submit the CWS assignments within the appropriate submission areas by the due dates established with the CWS evaluator. Falling behind or delaying this assignment could result in not passing the student teaching course and/or delaying graduation. It is imperative that you remain in constant communication with your CWS evaluator, read and follow all instructions and guidelines, and submit the work on-time.

Cell phones, email, Facebook, Twitter…

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

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

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

Schools/Districts are starting to use public media to reach out to parents and students. It is highly recommended that you work within the shadow of your cooperating teacher to clearly understand the policies for publishing material, pictures, blogs, etc. NEVER send an email to a parent/guardian/student family member without the knowledge and approval of your cooperating teacher and building principal. This is a “mentoring” semester and being a mentee can best prepare you for the first year of teaching. You may have the skills to employ a variety of media; respectfully lend skills in the shadow of your cooperating teacher.

Course registration

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

COURSE ACCESS in BbLearn: You will not have access to BbLearn if you have not registered. This is the where the course materials and information reside.
**Syllabus**

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

This is the general syllabus for all sections of student teaching courses providing the **minimum** requirements for all teacher candidates. Departments, supervisors, and cooperating teachers are reserved the right by the Instructor of Record to amend the general syllabus to fulfill (additional) reasonable requirements.

**Cooperating teacher**

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

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

**Student Teaching calendar**

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

Teacher candidates are expected to follow the school/district calendar during the student teaching experience. Teacher candidates are expected to know the schedule of the school (daily arrival and departure times), as well as the schedule of the cooperating teacher for the placement. Teacher candidates are expected to follow the school’s requirements of the cooperating teacher regarding meetings, special duties, conferences, open houses, arrival and departure times.

**4-day work week:** If your school is on a 4-day week, your schedule could vary somewhat. Most of the schools on a 4-day work week have extended school days (from the norm). If this is the case, then the 4-day work week would be equivalent to 5 days (for every 4 full school days, consider this 5). If your school does not have extended days and is on a 4-day work week, notify your university supervisor and the Director of the Professional Education Programs immediately.

**Accommodations and transportation**

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

**Wardrobe**

Teacher candidates are expected to dress for success as a future professional teacher. Establishing yourself as an authority figure with respect and credibility by embracing the dress code of the profession will help instill a sense of integrity within the school community. Learn the school dress code to understand what is acceptable and appropriate. Many
Student Teaching

Schools no longer allow jeans or open-toed shoes (i.e. flip-flops) as appropriate attire, even on Fridays! Plan for a change in your daily attire!

**Medication needs**

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

**Student Teaching Intern Certificate (STIC) candidates**

STIC teacher candidates must be approved, and have met all requirements and conditions to student teach under this program. STIC is a special program through ADE in partnership with NAU and AZ districts. STIC teacher candidates understand that they will have additional responsibilities during the student teaching semester given their dual roles. STIC candidates are required to complete and meet all expectations of the Student Teaching course. Should a STIC candidate not successfully complete the student teaching semester, the only alternative to repeat the student teaching experience is in a traditional setting. This could occur within the same semester or an alternate semester. The candidate will be required to register and pay for an alternate placement/semester.

**Teacher Intern Preparation Program (TIPP) candidates**

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

**Out-of-State Teacher (OOS) candidates**

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

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

**International Student Teaching candidates (IST)**

Not all programs approve IST experiences for their candidates; check with program faculty/advisor prior to application. There is an International fee associated with a confirmed placement.
Teacher candidates who have been approved to student teach through the IST program at NAU must remain in close contact with Marilee Eveleth, coordinator of the IST program in the Professional Education Programs, or appointed designee. It is expected that teacher candidates attend all mandatory meetings as notified by the coordinator. Additionally, IST candidates are expected to meet with representative from Center for International Education at NAU for the international experience. Teacher candidates are expected to meet with the coordinator once a placement has been confirmed by IST. They are expected to plan their itineraries with the coordinator. Teacher candidates are expected to connect with the principal and cooperating teacher upon receipt of their confirmation of placement. The coordinator will communicate all expectations from this point to the start of the student teaching experience. Teacher candidates are expected to remain in contact with the coordinator throughout the experience in addition to the university supervisor. NOTE: It is very possible that teacher candidates who are approved for the IST program may not receive a placement. The only alternative for an IST teacher candidate placement is in an Arizona school.

The Student Teaching Experience Structure

There are many requirements that must be successfully accomplished to pass your student teaching experience. The requirements are outlined in the Student Teaching Syllabus. The student teaching experience is based on the premise that with practice comes good teaching! Teacher candidates are expected to follow a schedule that provides transitional opportunities to observe, co-plan/co-teach, teach, co-teach, and observe. The goal is to provide a stable learning environment where the students in the classroom have limited interruptions, and the teacher candidates gain additional knowledge and skills to inform their teaching and management within a classroom.

The benefit of student teaching is the immediate support and direction that is provided from the cooperating teacher with additional support and guidance from the university supervisor. It is expected that you request and welcome the opportunity for feedback on a regular basis understanding that constructive feedback will help you grow as a future teacher. Now is the time to embrace all of the feedback that is offered and make the necessary immediate changes! Please review the specific roles and responsibilities for teacher candidates, university supervisors, and cooperating teachers.

Attendance, Absences and Participation Obligations

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

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

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

You must do the following if an absence becomes necessary:

1. Call your cooperating teacher immediately;
2. Fax or email the substitute plans as early as possible and before the start of the teacher’s school day; and
3. Call or email your university supervisor to report the absence.

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

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

Professional Interactions

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

Substitute Teaching/Coaching/Tutoring

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

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

Master of Education Student Teacher Candidates ONLY:

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

“If a Master’s teacher candidate with a “current” Substitute Teaching Certificate (issued by the Arizona Department of Education PRIOR to the advent of student teaching semester) is asked to substitute during the student teaching semester, then those days may not count towards the fulfillment of the student teaching requirements.”

Working Outside of Student Teaching

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

Candidate Work Sample

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

best practice to grow professionally! You will work with your CWS Evaluator to fulfill the requirements for this assignment. Detailed instructions are provided within the CWS BbLearn course or provided by your program.

Student Teaching Portfolio

Student teaching provides many opportunities to prepare for your future as a teacher. A Student Teaching Portfolio is a collection of evidence and reflections documenting competence, growth, and accomplishments in the teaching profession. Building and maintaining resources with reflections supports a future classroom aiding in a successful start in a new career. You are expected to maintain an organized portfolio of specific criteria, but please do not feel that you are limited to these areas. You are required to present the progress of the portfolio to the university supervisor at the midterm observation with a completed portfolio presented at the final observation. For a dual experience, you will demonstrate the progress of the portfolio at each observation with the completed portfolio presented at the final observation of the 2nd placement.

Observations, Conferences and Student Learning

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

Classroom Management

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

Evaluations

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

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

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

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

Alerts

ALERTS MUST BE COMPLETED AND SUBMITTED THROUGH AN ONLINE SOURCE.

The student teaching experience and partnerships are established to provide a supportive environment for teacher
Student Teaching

candidates to practice, learn and grow to become a certified teacher. Therefore, all teacher candidates must meet the knowledge, skills, and dispositions aligned with the Interstate New Teacher Assessment Consortium (INTASC), specifically meeting the Specialized Professional Associations (SPA) standards along with the dispositions as outlined in the Statement of Values and Expected Professional Behaviors. These are formally evaluated on the midterm and final evaluation instruments. The expectation for all teacher candidates is to meet the standards by the end of the placement.

Notifications for Alerts

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

University supervisors will receive a copy of the midterm and final evaluations as soon as the cooperating teacher submits; supervisors should take notice of the “Student Teacher’s Progress for Time and Placement”. The Director will receive “unsatisfactory” evaluations and will contact the university supervisor to dialogue.

The Director of Fieldwork Experiences can also initiate an alert status for a teacher candidate.

Processing Alerts

Initiating an Alert

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

1. Identify the concern/s
2. Access the Alert Reporting Website
3. Complete and submit the alert providing all appropriate documentation

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

Communicating about an Alert

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

Moving forward with an Alert

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

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

If a candidate is not successful in their 1st student teaching attempt, a 2nd opportunity may be provided as an opportunity to complete student teaching successfully if the removal/failure from the current student teaching experience is not a result
of a legal violation. Depending on the severity of the situation (as determined by the Director and the Coordinating Council program member) a new placement could be possible immediately. If it is determined that a delay in a new placement is best for the teacher candidate and the students in a classroom, a new placement may not become possible until a later term (as determined by the Director and the Coordinating Council program member). Either situation could delay graduation.

There are no 3rd opportunities.

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

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

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

Incompletes

NAU has very specific guidelines for incomplete grades. Please review the University’s policy before requesting an incomplete status. If expectations, as stated in the course syllabus, are not able to be met within the established semester of student teaching, the teacher candidate will receive the grade earned. Student Teaching is a Pass/Fail course. The student teaching course may be repeated one time which would be the final attempt. If a teacher candidate fails the student teaching course and chooses to repeat the experience, the teacher candidate is required to register for the appropriate amount of credits, paying tuition and fees associated with course(s).

Cooperating Teacher

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

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

University Supervision

The university supervisor assigned to you will contact you upon receipt of your name and contact information. We have asked that they contact you prior to the second week of your placement. If you do not hear from anyone by the second week, please send a quick email to the Director, Professional Education Programs.

Teacher candidates are expected to establish possible dates and times for the initial team meeting with their university supervisor and cooperating teacher. Make sure you have printed and read all documents for the initial meeting. NOTE: Faculty supervisors are not on contract during the official University breaks. This may delay communication.
The Student Teaching Experience Format

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

Experience Types

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

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

**NOTE:** When considering the calendar of the school to plan the student teaching experience, any “day off” that is not considered an “in-service” day is not to be counted. The teacher candidate must register as a volunteer at the school for any days spent in the classroom prior to the official start of the NAU student teaching semester (August 1st for fall and January 2nd for spring).

Opening Days

The intention of the first days of school is to familiarize the teacher candidate with the school, the community, the students, and the practice of the classroom. Download and/or print the checklist provided in the Appendix. On the first day of school, the candidate is expected to:

- [ ] Have the First Days of School list (pages 34-35) with them
- [ ] Check-in or meet the principal prior to the expected arrival time in the classroom.
- [ ] Deliver an introduction to the classroom providing a little something about themselves to the students.

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

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

The conversations should involve the appropriate forms and filing procedures. Please provide examples, when appropriate, and procedures.

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

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

All assignments are written in blue within the Phase Schedule (below).
Moving into the Phases

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

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

Phase Schedule**

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

The visual phase schedule can help to identify the roles as the phase schedule develops. The cooperating teacher has the lead role while the teacher candidate has the assist role. The idea is that the two roles will smoothly transition with the teacher candidate assuming the lead role without an interruption to the learning process, maintaining a positive impact on the learning for all students in the classroom. With this model, co-teaching provides two active adult supporters in the classroom at all times with the students feeling comfortable and confident to seek assistance from either adult.

Within each phase, the responsibilities of the teacher candidate are identified along with observations and evaluations, and what to expect from the university supervisor. There are weekly expectations for all teacher candidates along with benchmarks throughout the experience.

**Weekly expectations:**

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

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

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

ALL EXPERIENCES

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

**Assignments**

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

**Observation and Evaluation**

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

**University supervisor expectations**

- Meets with teacher candidate and cooperating teacher for the **Initial Team Meeting**
  - Discuss self-observation/evaluation
  - Establish plan to reflect results of self-evaluation – refinements and reinforcements
  - Verify and sign paperwork for candidate to submit through Blackboard
  - Verify plan for phase schedule
  - Confirm understanding of expectations for candidate during student teaching experience
- Provides teacher candidate and cooperating teacher contact information
- Gathers contact information for teacher candidate and cooperating teacher
- Discusses with teacher candidate observations during this phase
Phase II

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

ALL EXPERIENCES

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

Assignments

Single

- **The teacher candidate completes the progress report assignment by submitting the lesson plan in BbLearn 72 hours (3 days) prior to observation. Submit within Progress Reports Lesson Plans: Lesson Plan for Progress 1 assignment link.**

Dual

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

Observation and Evaluation

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

University supervisor expectations

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

Cooperating teacher expectations – Dual candidates ONLY

- Completes midterm evaluation of teacher candidate within online source (accessed by email received)
- Discusses performance with teacher candidate
Phase III

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

ALL EXPERIENCES

- The teacher candidate plans, models and processes aloud with the cooperating teacher approving all plans.
- The teacher candidate writes (posts) the daily student learning objectives according to class structure.
- The teacher candidate actively teaches and assesses with cooperating teacher observing and assisting students.
- The teacher candidate has full responsibility of the classroom routines, transitioning students through the process.
- The teacher candidate continues to reflect on observations of cooperating teacher.
- The teacher candidate responds to student behaviors appropriately as discussed with cooperating teacher.
- The teacher candidate continues to work with assigned small groups, identified by cooperating teacher.
- The teacher candidate will assume full LEAD responsibility of all planning, delivery, assessment, and management of classroom for 10 days (minimum) while cooperating teacher assists as directed by teacher candidate.
- The cooperating teacher closely observes and provides specific feedback on teacher candidate performance.
- The teacher candidate and cooperating teacher creates a co-planning/teaching plan for the next phase.

Assignments

Single

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

Observation and Evaluation

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

University supervisor expectations

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

Cooperating teacher expectations – For SINGLE candidates ONLY

- Completes midterm evaluation of teacher candidate within online source (accessed by email received)
- Discusses performance with teacher candidate
Student Teaching

Phase IV

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

ALL EXPERIENCES

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

Assignments

Single

- The teacher candidate prepares for university supervisor progress observation by submitting the lesson plan in BbLearn 72 hours (3 days) prior to observation. Submit within Progress Reports Lesson Plans: Lesson Plan for Progress 2 assignment link.

Dual

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

Observation and Evaluation

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

University supervisor expectations

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

Cooperating teacher expectations – For DUAL candidates ONLY

- Completes final evaluation of teacher candidate within online source (accessed by email received)
- Discusses performance with teacher candidate
Phase V

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

ALL EXPERIENCES

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

Assignments

- All teacher candidates must complete the CRTA from emailed link.
- All teacher candidates complete the University Supervisor Survey from emailed link.
- All teacher candidates must complete the Final Grade Report assignment.

Single

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

Observation and Evaluation

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

University supervisor expectations

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

Cooperating teacher expectations – For SINGLE candidates only

- Completes final evaluation of teacher candidate within online source (accessed by email received)
- Discusses performance with teacher candidate
### Student Teaching Phase Schedule

<table>
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<tr>
<th>Phases</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
<th>Phase V</th>
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### LEAD ROLE

- Cooperating Teacher
- Teacher Candidate

### ASSIST ROLE

- Teacher Candidate
- Cooperating Teacher
- Teacher Candidate
- Cooperating Teacher
- Teacher Candidate
- Cooperating Teacher
- Teacher Candidate
- Teacher Candidate
Cooperating Teacher

Special Note

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

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

CONNECTING to NAU

Compensation – VERY IMPORTANT

The PAYMENT OPTION form will be emailed to you. You must print, complete, and return this form IMMEDIATELY. The quickest and most efficient return is by email to Adriane.Maldonado@nau.edu from your email account (not scanned and sent directly from a fax machine), and you may also send by “snail mail” to The Professional Education Programs, Box 5774, Flagstaff, AZ 86011. This form cannot be returned by fax, teacher candidate, or university supervisor. Compensation cannot be issued without the return of this form with an original signature (email or mail).

NOTES: The due date is noted at the top of the form which is the date that our office MUST receive the completed form with signature. Additionally, there are states and/or districts that do not allow compensation to the cooperating teachers. If you are unsure, please check with your state or district for details.

Teachers who supervise teacher candidates for the Professional Education Programs will be compensated in one of three ways, a stipend, tuition waiver, or professional development hours. The Payment Option Form must be completed and received by the due date for you to receive your choice of stipend or tuition waiver for having a teacher candidate. If the form is not received by the due date, the compensation will result in professional development hours.

Please NOTE: The compensation form does not need to be completed if you choose Professional Development hours. Please just respond to Adriane’s email that you would like PDU’s!

When to Expect Compensation

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

Expectations for Mentoring Teacher Candidates

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

Cooperating Teacher Roles

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

Documentation Expectations

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

- Midterm Evaluation
- Final Evaluation

Unsatisfactory Reporting

The midterm and final evaluations are aligned with the InTASC and/or content-specific specialized professional assessment standards and teacher candidates are expected to meet all standards by the end of their student teaching experience. Further, teacher candidates are expected to meet dispositional standards of the teaching profession as identified in the Statement of Values and Expected Professional Behaviors. If a teacher candidate is unable to demonstrate growth (by midterm) and there are concerns, then an unsatisfactory evaluation should be submitted. If there are continued concerns, please notify the university supervisor or Director immediately. Always, it is best to report early to provide the appropriate support and guidance for the teacher candidate. We are here for that support!

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

Supervision

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

**Supervising Practitioner Training Course - ALL NEW**

The new Board Rules state that Institutions are required to train all of the Supervising Practitioners (the new term for Cooperating Teacher) who plan to host a teacher candidate (formerly known as “Student Teacher”). Therefore, NAU in partnership with Arizona Department of Education (ADE) created an online training course! This course is open entry/exit, informative, yet brief, and awards professional development units upon completion. You will be sent a separate email with the link to the course along with the “how to” navigate the structure, successfully. Upon completion, you will send the certificate of completing the course to NAU.SPTraining@nau.edu. You will be issued a certificate for the professional development units earned.

The Supervising Practitioner Training course currently consists of four modules. The information is intended to help support an NAU teacher candidate throughout their student teaching semester. Each module presents information with some supportive documents and videos concluding with a brief assessment at the end. Once you have successfully completed all modules, you will be presented with the certificate.

Additionally, our plan is to provide additional modules for supporting NAU teacher candidates. Once you are a “completer” in the course, you will be sent an email with updates for the course that will offer more opportunities for growth and professional development units. *Stay tuned…*

**University Resources**

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

Your second resource is the Director of the Professional Education Programs at NAU. Should you need assistance with anything, please do not hesitate to call (928) 523-7427 or email Marilee.Eveleth@nau.edu.

**Family Educational Rights and Privacy Act (FERPA)**

FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. FERPA applies to those institutions that receive funding from the Department of Education and guarantees students three primary rights: to inspect and review their education records; to seek to amend education records; and to exercise some control over the disclosure of information from those education records.

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

Special Note

Thank you for your participation in our program to assist in the preparation of a future educator. As a university supervisor, you are the liaison between the University, cooperating teacher, and teacher candidate. Your role is to support and guide the teacher candidate by providing assistance/feedback to both the teacher candidate and cooperating teacher. Your influence and representation of the University will be important to both the teacher candidate and cooperating teacher. The teacher candidate and cooperating teacher will depend upon you as you will be their primary University contact. When you need assistance and support, please contact the Director at (928) 523-7427 or email Marilee.Eveleth@nau.edu.

Enjoy Your Semester!

Student Teaching Information

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

The Initial Team Meeting at the school should be scheduled within the FIRST TWO WEEKS that the placement begins. The cooperating teacher must be in attendance for some (30 minutes) of this meeting. Be prepared to provide both the teacher candidate and the cooperating teacher your NAU email address, and home and/or cell phone number for emergency situations only. You will be provided generic NAU business cards with areas to include this pertinent information.

University Supervisor Roles

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

Expectations for Supervising Teacher Candidates

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

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

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

**Visitations/Observations - Single**
- Initial Team Meeting (with teacher candidate and cooperating teacher)
- Progress
- Midterm
- Progress
- Final

**Visitations/Observations – Dual (for each placement)**
- Initial Team Meeting (with teacher candidate and cooperating teacher)
- Midterm
- Final

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

If a teacher candidate is experiencing difficulty, an alert **MUST** be reported for proper documentation and to receive approval for additional observations. This information should be included in the “comments” section on the first page of the travel expense summary. Please adhere to the **ALERT** guidelines located on page 15 of the Handbook. It is imperative that these guidelines are followed. It is **critical** that the teacher candidate is aware of any “refinements” or “dispositional” concerns. This is considered “unsatisfactory” progress when a candidate is expected to demonstrate growth and acceptable professional dispositions.

**Documentation of Observations and Assignments**

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

Throughout the experience, check to see that the student teaching assignment is "working." If you have concerns, notify the Director. **The authorization to move the students must be initiated and requested by the Professional Education Programs.** It is important to plan for a post-conference following the midterm and final scheduled observations. Although it may not be possible, a best practice would be to include the cooperating teacher, briefly, in these two conferences. If he/she is unable to attend, reviewing their midterm and final evaluations could help in the conference process. Keeping lines of communication open will be one of your most important and challenging tasks.

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

The NAU Observation Protocol guides the University Supervisor through several steps:

1) Before the Observation:
   - Teacher Candidate completes Pre-Conference form
   - University Supervisor reviews Teacher Candidate’s submission of the Pre-Conference form and considers which response would be appropriate:
     - Conducting a formal Pre-Conference (virtually, over the phone, etc.)
     - Responding to submitted Pre-Conference form with feedback.
2) During the Observation:
   - University Supervisor will actively collect evidence (scripting, video/audio recording, picture taking, etc.)

3) After the Observation:
   - Teacher Candidate and University Supervisor will immediately debrief the area of reinforcement, evidence to support the reinforcement, and identify potential area of refinement.
   - University Supervisor will prepare for the virtual post-conference by:
     - analyzing the evidence to further develop the area of refinement
     - developing the reinforcement and refinement objectives
     - Identifying the practice that will impact the identified area of refinement
   - Conduct the virtual Post-conference

The **Final Grade Report** is available in BbLearn and must be completed at the appropriate time. The teacher candidate is responsible for submitting the final reflections of the semester as the Final Grade Report assignment by the final day of their placement/s. This will allow the supervisor access to the Final Grade rubric associated with the assignment. The final portfolio is reported on the Final Grade rubric.

**Family Educational Rights and Privacy Act (FERPA)**

FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. FERPA applies to those institutions that receive funding from the Department of Education and guarantees students three primary rights: to inspect and review their education records; to seek to amend education records; and to exercise some control over the disclosure of information from those education records.

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

[http://home.nau.edu/enrollmentservices/FERPA_for_Faculty.asp](http://home.nau.edu/enrollmentservices/FERPA_for_Faculty.asp)
Appendix
Appendix A: INITIAL TEAM MEETING

First Days of School Checklist

Do on DAY 1 of school

☐ Check-in or meet the principal prior to the expected arrival time in the classroom.
☐ Deliver an introduction to the classroom providing a little something about themselves to the students.
☐ Ask CT if they have received NAU emails for student teaching. If not, notify PEPAdministration@nau.edu immediately.

Discuss daily concerns – Suggestions for conversations

☐ School calendar
☐ Class schedule
☐ Classroom policies/procedures
☐ Daily and weekly lesson plans
☐ School policies/procedures
☐ Dress code policy for students and teachers
☐ Reporting incidents
☐ Reporting absences of students
☐ Displaying student work
☐ Tardy policy
☐ Substitute lesson planning
☐ Reporting absences of teachers
☐ Changes in daily/weekly schedules
☐ Attending meetings
☐ Reporting behavior-policies/procedures
☐ Reporting injuries-policies/procedures

Get clarification on material and information available - Points of clarification

☐ Start and end times for both teachers and students
☐ Procedures to sign in and out of school for teachers
☐ Start and end time for lunches (recesses, if applicable)
☐ Start and end times for faculty meetings
☐ Clubs or organizations to shadow cooperating teacher, start and end times
☐ Fire drills (and other drills)
  a. Checking and recording attendance
☐ Policies for students leaving the classroom
  a. Students signing in and out of classroom
  b. Appropriate time to be away (i.e. restroom, drinks, etc.)
☐ Bathroom facilities for faculty
☐ Faculty gathering rooms
☐ Library
☐ Copy room
☐ Supply room and policies
☐ Nurse’s office
☐ Special’s rooms (if applicable)
Clarification on form availability and when to use - Examples of forms

- Absenteeism forms
- Counseling forms
- Field trip permission forms
- Progress reports, report cards, etc.
- Textbook forms
- Supplementary books and materials
- Computer/internet permission forms
- Medical forms (allergies, special conditions)

Ask about people and services available - FERPA resources and people

- Assistant principal and attendance personnel
- Medical services needed, i.e. allergies, prescriptions, seizures, etc.
- Music, Art, PE, etc. teachers
- Special Education teachers
- Speech and Hearing consultants
- Counselors
- School/district psychologists
- Librarian
- Computer support personnel, etc.

Start to prepare to teach - Teacher candidates are expected to:

- Establish the meeting date and time for Initial Team Meeting
  a. Print and prepare all required documents
  b. Confirm meeting with university supervisor
- Write daily journals
  a. Identify and reflect on student behaviors
  b. Identify and reflect on teaching practices
  c. Observe classroom management
  d. Identify and reflect on own beliefs
  e. Identify and reflect on school community, etc.
- Write questions for Cooperating Teacher & University Supervisor
- Learn names of students
- Learn names of faculty and personnel
- Speak with students individually, when appropriate and with permission from cooperating teacher
- Learn the daily routine
- Design and create a bulletin board, when appropriate
- Prepare for transition
- Observe from various places in the classroom
  a. Identify and reflect on student expressions
- Discuss ways to assist students when not teaching
- Design and plan Student Teaching Portfolio
### Assignments

The teacher candidate will work with the university supervisor and cooperating teacher to establish due dates and other expectations. As would be indicative of a professional, the teacher candidate is expected to meet all deadlines; late work will be accepted only when prior notice has been given to the university supervisor and/or cooperating teacher and is approved by all parties. Teacher candidates must earn passing results on all required assignments to earn a passing grade in the course. Student Teaching is a Pass/Fail course. (It is recommended that the due dates are entered when assigned.)

<table>
<thead>
<tr>
<th>Assignments/Surveys</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Session</td>
<td>Prior to Day 1</td>
<td></td>
</tr>
<tr>
<td>Orientation Survey (must score 16/20)</td>
<td>Within first 2 days</td>
<td></td>
</tr>
<tr>
<td>Culturally Responsive Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Observation/Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Print and bring to Initial Team Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Team Meeting preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate Work Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluations of Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Report 1 (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson plan submitted within Progress Report Lesson Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre-Observation form and lesson plan submitted within Midterm Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Report 2 (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson plan for Progress 2 submitted within Progress Report Lesson Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre-Observation form and lesson plan submitted within Final Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Grade Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Notebook/Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Journal Reflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally Responsive Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Notification via emailed link</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Requested via emailed link</td>
<td>Last Day of Class (NAU)</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments to Submit in BbLearn (16 if dual placements)**
- Portfolio with outlined content—must showcase at midterm and final
- Journal Reflections emailed to University Supervisor
- Requested Survey
Appendix B: INITIAL TEAM MEETING

Statement of Values and Expected Professional Behaviors

As a future teacher candidate, I accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors apply to my academic, professional, and public life. My signature acknowledges that I have read, understand, and agree to abide by these standards and expectations.

Teacher Candidate Signature: __________________________ Date: ____________

Statement of Confidentiality

I understand as a teacher candidate of Northern Arizona University, I will have access to privileged and confidential information. I agree to treat the information and data as confidential and I will not discuss, reveal, publish, or share this information with any outside source or media. This statement of confidentiality encompasses any conversations or exchange of written (including, but not limited to, computer/internet/chat room/blog activity) information with anyone outside the classroom/school setting. Failure to abide by this statement may result in removal from student teaching (without tuition reimbursement).

Teacher Candidate Signature: __________________________ Date: ____________

Statement of Work

I understand as a student of Northern Arizona University, student teaching is my first priority until completion. I understand that NAU recommends that I do not work while student teaching. However, if it is or becomes necessary to seek employment outside the student teaching day, I understand that my job may not impact the expectations of student teaching. I understand that if my job affects my ability to be successful and give 100% to the student teaching placement, I will have to give up my job or student teach at a different time (without tuition reimbursement).

I will NOT work during student teaching. ☐

I will work during student teaching. ☐

Teacher Candidate Signature: __________________________ Date: ____________

Statement of Absences

I understand that absences could jeopardize successfully completing the student teaching experience in the intended semester. I understand that my first priority is to the student teaching experience. I understand that I must follow the procedure to report the absence and lessons must be provided to the cooperating teacher (when appropriate) and university supervisor as in accordance with the substitute teacher policy for the school/district.

Teacher Candidate Signature: __________________________ Date: ____________
Student Teaching Team Information Form: Single Placement

Teacher Candidate’s Name: ________________________________

DATE OF INITIAL TEAM MEETING: _________________________

Student Teaching Start and End Dates:
Because district academic calendars vary greatly, the student teaching start and end dates are dependent on the host site. With the aid of the district/school calendar, determine the start and end dates to meet the **80 days** minimum contact time with students and/or cooperating teacher. If you have a dual placement, you will need to complete two forms documenting the start and end date for each 40-day placement.

**Student/Mentor Contact Days**
Starting Date: _________________
Ending Date: _________________

**Academic Assessment of Teacher Candidates**
All student teaching experiences in the Professional Education Programs are graded on a **pass/fail** basis. The teacher candidate is expected to demonstrate his/her **content knowledge, teaching skills, and professional dispositions** throughout the student teaching experience by meeting expectations as outlined on course evaluations. Successful completion of student teaching will be evidenced through the following assessments as described in the course syllabus:

1. Observations/Evaluations
2. Dispositions/Conduct Criteria
3. Student Teaching Portfolio
4. Evidence of Student Learning: Candidate Work Sample

**Statement of Values and Expected Professional Behaviors**
The conduct criteria for students in the Professional Education Programs can be found in the *Teacher Candidate Handbook*. Please review this as a team.

**Acknowledgements**
My signature acknowledges that I have read, understood, and agree to adhere to these academic, ethical and dispositional standards. I understand that violations of this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

Teacher Candidate Signature ___________________________ Date __________________

Cooperating Teacher Signature __________________________ Date __________________

University Supervisor Signature _________________________ Date __________________
Appendix C: Initial Team Meeting Guide Outline (suggested only)

**Introductions**
- Welcome
- Confirm email addresses – make sure CT has accurate TC and US NAU email addresses
  - **Confirm that CT has received NAU emails and the Payment Option Form email**
- Exchange cell numbers and discuss parameters for contacting

**Basic Information Checking**
- TC has paperwork for signatures
- Handbook and Syllabus available – downloaded to laptop or hardcopy
- TC completed orientation session
- TC completed survey
- TC completed and has printout of self-observation
- TC has First Days of Schools list
- TC has Assignment list
- School calendar available

**Team Information Forms**
- Document start date
- Exclude all holidays
- Include teacher work days – TC is required to attend and participate
- Discuss any planned and pre-approved “day off” for extra special circumstances
- Count out the 40 or 80 days with the TC and CT
- Document the “anticipated” end date
- Discuss the “what if” scenario if a TC should be absent and explain that days will have to be added to the calendar – this WILL extend the end date
- There are no vacation days in student teaching
- Discuss Statement of Values and Expected Professional Behaviors – expectations for profession
- Complete and Sign
  - **TC submits in BbLearn**

**Absences**
- How and who to report absences
- Daily lesson preparation for substitutes
- Extensive absences
- Medical leave

**Student Teaching Expectations**
- **BbLearn**
  - Has TC perused the course and understands how to use?
- Relationship Building – refer to handout
- Refer to Phase Schedule in Handbook
- Plan for 1st observation and document date
  - Plan for other observations or establish as the semester progresses
- **Phase Schedule**
  - Provide general guidance for the co-plan/co-teach model
  - Lead vs Assist roles – refer to chart, page 28
  - Discuss basic flow of experience
- **Lesson Planning**
  - Formal vs Informal (Daily Planning always expected)
  - Lesson plans to inform Pre-Observation forms
  - Weekly lesson plans – discuss parameters and CT expectations
  - Co-Planning lesson planning
  - Discuss conferencing and feedback expectations from CT and US
Student Teaching

Observations/Assignments
Complete Pre-Observation Assignment 72 hours (3 days) prior to scheduled observation
Plan for Post-Observation conference (immediate and follow-up) – midterm and final
Discuss conferencing and feedback expectations from CT and US
Final Grade Report Assignment should be completed after final observation

TAP information

Portfolio/Reflective Journals
Must be submitted weekly to supervisor via email
Topics may be “open” or assigned by US
Follow required criteria

Candidate Work Sample
Mention this is a major assignment where the candidate will work with an outside evaluator
Candidate will be required to pre and post assess in order to capture what is needed to analyze their
teaching and reflect on best practice

Co-Teaching
Discuss the role shift and rationale – Lead and Assist
Expectations and “stated” disability

Alerts/Infractions
Discuss the reasons for notifications – refer to the specifics – Page 15
Discuss the process and follow-up
Discuss the consequences

CT questions or concerns
Arrival time in AM
Leave time in PM
Phase Schedule requirements
Do not expect or anticipate the CT to leave the classroom
Expect TC to have (establish and own) authority
Content Delivery, i.e. Math, Reading, AP courses, etc.
What can work in the classroom?

Candidate Work Sample – TC requirements
Assessing students
Attending work sessions and student meetings – IEP’s
Attending Parent’s Night and other required night events of CT

Other

Must Mentions
- Review Appendix I: Rules Defining Unprofessional and Immoral Conduct
- FERPA
- Appropriate dress code.
- Time spent at school should be your cooperating teacher’s time schedule (within reason)
- Cell phone discussion
- Social media – be careful what you say
- NEVER give your email or share information with students
- NEVER “friend” a student and recommend not “ friending” parents
- Quality planning and taking the responsibility
- Taking the initiative

NO Substitute Teaching
- Principals have the authority to require teacher candidates to honor district and school policies
regarding daily preparation, meeting attendance, school hours, required activities, dress code, and
other professional standards. They also have the authority to cancel the placement if necessary. NAU
will honor the cancellation.
Appendix D: Pre - Conference Form
(Form available in BbLearn to complete and submit)

Name: _________________________ Cooperating Teacher: _________________________
Placement Setting: ______________ University Supervisor: _________________________
Date/Time of Scheduled Observation: _______/_______

To be completed by the Teacher Candidate 3 days prior to scheduled observation:
(Aattach lesson plan)

Lesson Analysis Review

State Standard -

Measureable Objective/Sub-objective(s) to be addressed –
How will it be communicated age appropriately?
Document the SMART goal (Specific, Measureable, Achievable, Relevant, and Time-based)

At the beginning of the lesson:

What will the teacher be saying and doing
What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)

In the middle of the lesson:

What will the teacher be saying and doing
What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)

At the end of the lesson:

What will the teacher be saying and doing
What is the expected student response to the instruction? What will the students be saying and doing? (Explicit details must be articulated.)

What will Lesson Closure Look Like -

Form developed by NIET along with NAU
Appendix E: Evaluation forms for Observations

Evaluation instruments are available within BbLearn and are unique to the program SPA requirements. Take time to download, view, and navigate them to best understand the expectations of your program.
APPENDIX F: Progress Reports

All teacher candidates accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. This set of values and expected professional behaviors are understood to apply to the teacher candidate’s academic, professional, and public life. Candidates are to demonstrate their commitment to academic standards and professional competencies by agreeing to adhere to the following values and expected behaviors:

Below are three general Professional Disposition categories as found in the Teacher Candidate Handbook. The “Statement of Values and Expected Behaviors” includes the information below which provides indicators.

Given that candidates are expected to conduct themselves as a professional, please indicate any area that is of concern.

<table>
<thead>
<tr>
<th>Establish a credible reputation as an educator and provide leadership by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking responsibility for the physical safety and welfare of students</td>
</tr>
<tr>
<td>Maintaining confidentiality regarding student records and information</td>
</tr>
<tr>
<td>Being present, punctual, and prepared for university classes as well as teaching responsibilities</td>
</tr>
<tr>
<td>Dressing professionally in teaching situations and educational environments</td>
</tr>
<tr>
<td>Demonstrating appropriate amounts of self-control and self-regulation in my communication with others</td>
</tr>
<tr>
<td>Taking responsibility for my actions</td>
</tr>
<tr>
<td>Being open to new ideas and cultures</td>
</tr>
<tr>
<td>Maintaining a strong sense of intellectual curiosity</td>
</tr>
<tr>
<td>Assuming appropriate responsibility and authority</td>
</tr>
<tr>
<td>Acting purposefully with commitment and enthusiasm</td>
</tr>
<tr>
<td>Adhering to the highest ethical standards</td>
</tr>
<tr>
<td>Demonstrating integrity and honesty</td>
</tr>
<tr>
<td>Avoiding verbal or physical harassment and/or abuse</td>
</tr>
<tr>
<td>Avoiding any inappropriate relationships with students, family members of students, or other school personnel</td>
</tr>
<tr>
<td>Avoiding intimidating or embarrassing other individuals</td>
</tr>
<tr>
<td>Making good professional judgments</td>
</tr>
<tr>
<td>Developing an appropriate and sufficient level of teacher self-efficacy, which are my beliefs about my competencies and abilities in a given school related situation to make a difference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Act in a collaborative manner by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to and valuing other’s perspectives</td>
</tr>
<tr>
<td>Contributing to joint work</td>
</tr>
<tr>
<td>Demonstrating willingness to learn from others</td>
</tr>
<tr>
<td>Demonstrating flexibility and openness</td>
</tr>
<tr>
<td>Demonstrating respect for diverse ideas/people as assets</td>
</tr>
<tr>
<td>Keeping supervisors informed of any issues/problems and following all guidelines regarding “duty to report” cases</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fulfill the essential functions of the teaching role by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibiting physical well-being to meet the demands of the teaching profession</td>
</tr>
<tr>
<td>Exhibiting emotional well-being to meet the demands of the teaching profession</td>
</tr>
<tr>
<td>Developing a corrective plan and/or seeking help when needed to maintain personal wellness</td>
</tr>
<tr>
<td>Displaying empathy and an ethic of care</td>
</tr>
<tr>
<td>Practicing patience</td>
</tr>
<tr>
<td>Inviting and receiving professional feedback non-defensively</td>
</tr>
<tr>
<td>Decreasing impulsivity and reactivity</td>
</tr>
<tr>
<td>Managing moods</td>
</tr>
<tr>
<td>Expressing emotions appropriately</td>
</tr>
<tr>
<td>Developing social skills (e.g. giving and receiving feedback, communication)</td>
</tr>
<tr>
<td>Providing evidence of competence in the basic skills of reading, writing, speaking, and mathematics</td>
</tr>
<tr>
<td>Being prepared for class each day</td>
</tr>
<tr>
<td>Being aware of my content knowledge limitations</td>
</tr>
<tr>
<td>Teacher Candidate Professional Progress (check one)</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Professional progress is satisfactory for time and placement.</td>
</tr>
<tr>
<td>Professional progress is not satisfactory for time and placement (alert will be sent).</td>
</tr>
</tbody>
</table>

### AREAS OF REFINEMENTS

### AREAS OF REINFORCEMENTS

### PLAN OF ACTION

Indicate category/ies:
- Content
- Planning
- Dispositions
- Pedagogy/Strategies/Implementation
- Classroom Management
- Ethics

You will indicate a “yes” or “no” for each category. If “yes”, then the goals, methods/processes, expected due date/benchmark, and next observation/meeting will be noted.
Appendix E: Candidate Work Sample – see instructions and rubric within BbLearn course

**Description:** The purpose of the Candidate Work Sample is to provide evidence of your teaching and how it impacts student learning. In particular, it is intended to demonstrate your ability to analyze background information about learners, plan instruction appropriately to meet the needs of all learners, adapt instruction appropriately to meet the needs of all learners, create and administer formative and summative assessments (i.e., pre-assessment, formative checks of learning, and post- or summative assessment), and use assessment data to determine the impact on student learning. This is not a "theory" paper; it is an authentic reflection of your "actual teaching" in the classroom during a very specific period of time.

Using a unit or a series of lessons (3-5 lessons over a period of time in one subject area or one class period), you will reflect on the outcomes of the lessons you taught, analyzing the impact that planning and teaching these specific lessons had on student learning as evidenced through the analysis of the assessment results.

The reflective analysis required of this task is an expectation of you as a professional educator and a demonstration of your commitment to your students to ensure learning. (FND: Critical Thinking, Effective Writing, Effective Oral Communication, and Qualitative Reasoning; LSD: Aesthetic and Humanistic Inquiry, Cultural Understanding).

- Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and content and dispositional knowledge you have obtained during your pre-service career.
- Because you will share authentic experiences within the Candidate Work Sample document, maintaining anonymity is critical and required. For ease of reporting, you may include first names of students ONLY. The use of fictitious names is permitted; however, this must be noted somewhere within the document.

**Overall Expectation:** All Candidates must pass the Candidate Work Sample. A passing result for the Candidate Work Sample is demonstrated by scoring an average of a “2” with no more than one “1” and no “0’s” in any indicator of each of the four (4) Parts. Candidates must communicate with their CWS evaluator for due dates and resubmissions. If the results do not meet the minimum scoring criteria, you will be referred to your program for remediation and advisement. You will be required to work with your program to determine the next steps. **Reminder:** This is one of the course requirements for the student teaching course. Student Teaching is a pass/fail course which means all requirements must meet minimum expectations to earn a passing grade for the course.

**Evaluations:** Each assignment will be submitted in BbLearn. Your CWS Evaluator will complete an evaluation through Qualtrics. You will receive a copy of the results once they have been completed to your NAU email (checking SPAM folder, too). If you did not meet minimum expectations for each Part, you must modify, edit, proofread, and submit in a timely manner working with your CWS evaluator directly to coordinate.

**Due Dates:** Your CWS has four parts. If you have two placements, check with your evaluator to confirm when you are to complete your CWS. The standard due dates are as follows:

- Part I - due by the end of week 2 (single or dual placement)
- Part II (two-part assignment)
  - II(a) - due by end of week 5 (single) / week 4 (dual)
  - II(b) - due by end of week 7 (single) / week 5 (dual)
- Part III (two-part assignment)
  - III(a) - due by end of week 8 (single) / week 6 (dual)
  - III(b) - due by end of week 10 (single) / week 7 (dual)
- Part IV - due by end of week 12 (single) / week 8 (dual)

**Tutorial:** A tutorial is available within the BbLearn course. It is recommended that you take the time to view/listen to this as you begin the CWS process. It should answer many questions that come to mind!
Appendix F: Student Teaching Portfolio

The teacher candidate must present the criteria in a professional, organized, secure binder. The teacher candidate is required to exhibit the portfolio for their university supervisor at midterm and final observations. This is a course requirement and must be completed as part of the passing criteria. The minimum criteria for the portfolio is:

1. **Observation Phase**
   - The teacher candidate will include the completed First Days of School checklist.

2. **Weekly Journal Reflections**
   - The teacher candidate is required to write reflections about the experience at the end of each week. The reflection MUST be emailed to the university supervisor at the end of each week.

3. **Daily Class Schedule**

4. **Lesson Plans**
   - All developed lesson plans should be included in this section. It is best to have your printed lesson with you each day so that you are able to write-in modifications as needed.

5. **Discipline Program**
   - The teacher candidate will include a copy of the school and/or district discipline policies.

6. **Classroom Management**
   - The teacher candidate will include a copy of the classroom management plan, rules, policies, procedures, etc., and that the cooperating teacher implements in the classroom.

7. **Family Outreach**
   - The teacher candidate will document ideas, plans and observations for parent conferences and/or meetings, open houses, family nights, and communication media with family and/or guardians. (Example: newsletter, website, calendars, etc.)

8. **Professional Growth**
   - The teacher candidate will create a resume and cover letter by the end of the experience. A collection or creation of professional ideas, resources, workshops, in-services, district information and other professional growth opportunities gathered during student teaching. Professional documentation may include State Certification and Licensure, examples of teacher candidate work, example lesson plans from cooperating teacher or others, NES scores, etc.

**NOTE:** The Student Teaching Portfolio is a developing artifact. If you have two experiences, your portfolio will continue to grow with you throughout the second placement. There is no right/wrong/perfect information as this is a tool for your professional future.
Appendix G: Standards for Program Areas

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

Below are links to the standards for each program area.

INTASC STANDARDS

INTASC Model Core Teaching Standards: Interstate Teacher Assessment and Support Consortium

SPECIALIZED PROFESSIONAL ASSOCIATION (SPA)

ART EDUCATION: National Art Education Association (NAEA) Standards

ELEMENTARY EDUCATION: Aligned with InTASC Standards

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

ENGLISH EDUCATION: National Council of Teachers of English (NCTE) Standards

MATH EDUCATION: National Council of Teachers of Mathematics (NCTM) Standards

MODERN LANGUAGES: American Council on the Teaching of Foreign Languages (ACTFL) Standards

MUSIC EDUCATION: National Association of Schools of Music (NASM) Standards

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

SCIENCE EDUCATION: National Science Teachers Association (NSTA) Standards

SOCIAL STUDIES EDUCATION: National Council for Social Studies (NCSS) Thematic Standards

SPECIAL EDUCATION: Council for Exception Children (CEC) Standards (click on Initial Content Standards)
Appendix H: Statement of Understandings

Teacher candidates submitted this Statement of Understanding within the Student Teaching Application when applying for a student teaching experience and in the Professional Education Programs application.

This document is to assist you in understanding your responsibilities as a student in the Professional Education Programs at Northern Arizona University. You must read and initial each of the following statements (already completed).

STUDENT TEACHING PREREQUISITES:
- I understand I must be fully admitted to the Professional Education Programs.
- UNDERGRADUATE ONLY I understand I must have a cumulative grade point average of 2.50 in all professional education courses, with no grade lower than a C. I must also have an NAU cumulative grade point average of at least 2.50.
- GRADUATE ONLY – I understand I must have an NAU graduate cumulative grade point average of at least 3.00, with no more than two C’s.
- I understand I must complete all degree requirements prior to student teaching.
- I understand I must be approved for student teaching by faculty representatives of my major and/or Professional Education Programs faculty.
- I understand all education coursework, with the exception of EDF 200, must not be older than 6 years at the time of student teaching.
- I understand that as a prospective student teacher, I must demonstrate social and emotional maturity consistent with professional standards of classroom instruction as well as physical health for teaching. If a serious question is raised through university classes, personal conduct or contact in the schools, the Professional Education Programs reserves the right to request an individual diagnostic evaluation (medical or psychological) prior to or during student teaching. If an evaluation is required, I understand that I will be responsible for all related expenses.

STUDENT TEACHING PLACEMENT REQUIREMENTS:
- I understand that I must complete and submit my student teaching application by the posted due date.
- I understand that I must submit any special requests with my student teaching application as indicated therein.
- I understand that special requests may be denied.
- I understand that all elementary education majors requesting a middle school content placement must provide passing NES scores for areas requested.
- I understand that I cannot request a reduction of student teaching time.
- I understand that I must provide verification that all degree requirements have been successfully completed before I may begin my student teaching experience.
- I understand that all placement change requests will only be honored if submitted prior to February 1st for fall student teaching and September 1st for spring student teaching.
- I understand that neither I nor anyone on my behalf can make direct contact with district/school personnel to inquire or secure a student teaching placement.
- I understand I may not request a specific cooperating teacher or grade for my student teaching placement.
- I understand my cooperating teacher may not be a relative and that any time spent in the classroom with a relative as the cooperating teacher will not count towards student teaching hours and my placement will be terminated.
- I understand that there may be an additional fingerprint clearance process required by the district/school.

STUDENT TEACHING GENERAL INFORMATION:
- I understand the Professional Education Programs reserves the right to select the location and cooperating teacher for my student teaching placement.
- I understand that it is my responsibility to check my NAU EMAIL account, on a regular basis, for all student teaching correspondence.
- I understand that my first responsibility is to the students in my student teaching classroom.
I understand it is my responsibility to register for student teaching before I begin student teaching and that there is a course fee associated with each student teaching section.

I understand if I do not register for student teaching prior to beginning student teaching, any time spent in the classroom will not count towards student teaching hours and my placement will be terminated.

I understand it is my responsibility to read the Teacher Candidate Handbook prior to entering the classroom. The Teacher Candidate Handbook provides a common frame of reference for all stakeholders in the student teaching experience.

I understand that I must successfully complete all criteria as outlined in the student teaching syllabus.

I understand it is my responsibility to actively communicate with my assigned cooperating teacher and university supervisor.

I understand it is my responsibility to know and adhere to the policies of the district and school where I am student teaching.

I understand that I may be removed from my student teaching placement if I choose to disregard the policies of the district and school where I am student teaching.

I understand it is my responsibility to read and sign the “Statement of Values and Expected Professional Behaviors” when I meet with my university supervisor.

I understand it is my responsibility to adhere to the disposition statement in the “Statement of Values and Expected Professional Behaviors” document.

I understand it is my responsibility to inform the Professional Education Programs of changes in name, address, and telephone number after I have submitted my application.

I understand it is my responsibility to view and download my evaluations which are located in the BbLearn course.

I understand that professional and general liability are provided by State Risk Management Section to students enrolled in approved university internship/externship programs who are acting in good faith and within the course and scope of their programs. No medical liability is covered under this section.

I understand that I cannot be financially compensated for my student teaching experience.

I understand that as an active student teacher, I must demonstrate social and emotional maturity consistent with professional standards of classroom instruction as well as physical health for teaching. If a serious question is raised through university classes, personal conduct or contact in the schools, the Professional Education Programs reserves the right to request an individual diagnostic evaluation (medical or psychological) prior to or during student teaching. If an evaluation is required, I understand that I will be responsible for all related expenses.

GRADUATION REQUIREMENTS:

I understand it is my responsibility to prepare and submit my graduation application with my student teaching application.

I understand I must successfully complete all degree requirements, which includes a passing grade in student teaching.

I understand I must have a cumulative grade point average of at least 2.50 as an undergraduate or a 3.0 cumulative grade point average as a graduate student to qualify for graduation.

ARIZONA CERTIFICATION ELIGIBILITY ONLY:

I understand my degree must be posted to receive an Institutional Recommendation.

I understand I must pass the required NES exams as part of the certification process.

I understand it is my responsibility to submit the Institutional Recommendation to the Arizona Department of Education.
Appendix I: Arizona Department of Education: Arizona Revised Statutes

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

Rules Defining Unprofessional and Immoral Conduct

Title 15. Education
Chapter 5. School Employees
Article: 15-514

Duties of Teachers

Title 15. Education
Chapter 5. School Employees
Article: 15-521

Unprofessional Conduct; Penalty

Title 15. Education
Chapter 5. School Employees
Article: 15-550
Arizona Teacher Certification Process

1. Successful teacher candidates are **only** eligible for initial certification in the State of Arizona.
2. Successful completion of the student teaching experience (single and dual placements) **must** be presented by University Supervisor.
3. Passing grade/s **must** be reported in LOUIE.
4. Grades **must** post, then.
5. Degrees **must** post, then.
6. The Professional Education Programs **must** complete the Institutional Recommendation, then.
7. The Institutional Recommendation (IR) **must** be received by candidate.
8. The teacher candidate **must** have passing scores of the required NES exams.
9. The teacher candidate **must** possess a Valid Arizona IVP fingerprint clearance card (the State will not accept any other type of card).
10. The teacher candidate **must** take or mail the IR (with page 4 completed), NES results, IVP fingerprint card and money to Arizona Department of Education (ADE) or attend NAU Certification Day, to.
11. Receive the Standard Provisional Teacher Certificate.
12. Then, Breathe and Smile – You made it!