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We are pleased to welcome you to the practicum fieldwork experience in the College of Education at Northern Arizona University.

A successful practicum experience depends on close cooperation of all participants. The purpose of this handbook is to facilitate positive practicum experiences for the Teacher Candidate, Mentor Teacher, and the faculty involved in instruction and practicum supervision by communicating consistent guidelines and expectations.

This practicum fieldwork handbook also serves as a guide for understanding practicum requirements, and provides an overview of program policies, procedures, and responsibilities. Please carefully read and understand all of the requirements described in this handbook, and keep in a convenient place for referral throughout the term.

We hope that you find the practicum experience to be a rewarding one!

Sincerely,

Clement Lambert, Ph.D.  Shadow Armfield, Ed.D.  Jennifer Lee, BS Ed.
Chair, Teaching & Learning  Chair, Educational Specialties  Program Coordinator
Summary of Handbook and Practicum Expectations: Teacher Candidate

- 45 hours in the classroom (virtual, in-person, or alternative assignments when a placement with a mentor is not possible during the fall term) equals 1 credit hour of practicum.

- Attend an Initial Meeting with the NAU Practicum Supervisor and Mentor Teacher during the first two weeks (may be face-to-face, or through Zoom, Skype, Collaborate Ultra, etc.).
  - Review practicum policies, guidelines, and expectations (Practicum Fieldwork Handbook).
  - Review forms, incl. NAU Dispositions Tool (Practicum Fieldwork Handbook Appendix, Form D) and Summative Evaluation of the Teacher Candidate (Appendix, Form F).

- Send your assigned Mentor Teacher an email introduction before the placement begins, if you are assigned to a mentor during the fall term.
  - Be sure to include your availability to determine the schedule that works best for you and your Mentor Teacher. Include contact information – it is important that you contact the Mentor Teacher if you become ill and must miss an assigned practicum teaching experience.
  - Please see the Practicum Fieldwork Handbook (pg. 9) for complete email requirements.

- Site & District School Forms – Please make sure you have all forms completed before working in the classroom.

- Practicum Fieldwork Log (Practicum Fieldwork Handbook Appendix, Form B) – This form documents fieldwork hours, filled in by you and signed by the Mentor Teacher each week, and kept in the Practicum Fieldwork Notebook.
  - The original document will be turned in to the NAU Practicum Supervisor by the assigned completion date. A copy of the completed log should be included in the Fieldwork Notebook
  - If you are completing alternative assignments during the fall term (attending a seminar, viewing teaching videos, etc.), please log these hours as instructed by your Practicum Supervisor.

- Practicum Fieldwork Notebook – This notebook documents the practicum experiences across all 3 to 5 terms. Page 11 in the Practicum Fieldwork Handbook includes a list of items that must be in this notebook.

- Observations and Evaluations – You will be formally observed and evaluated a minimum of 2 times each term by the NAU Practicum Supervisor, and provided with written feedback by the NAU Practicum Supervisor regarding strengths and areas for improvement.
  - An observation consists of the classroom observation session by the NAU Practicum Supervisor and a post-observation follow-up conference. (Practicum Fieldwork Handbook pg. 12)
  - During each practicum term, Teacher Candidates are required to self-assess their performance on the NAU Dispositions Tool (Practicum Fieldwork Handbook...
Appendix, Form D). The Practicum Supervisor will also utilize this tool during observations.

- NIET Aspiring Teacher Rubric – This formal evaluation instrument has been aligned to INTASC Model Core Teaching Standards. For more information, please see pg. 13 in the Practicum Fieldwork Handbook. Since it is a proprietary instrument, the actual tool cannot be included in the handbook, but one should be provided by your Practicum Supervisor and kept in your Practicum Fieldwork Notebook to share with your Mentor Teacher and reference during meetings and coaching sessions.

- Teacher Candidates are evaluated across professional attributes of Pedagogical Content Knowledge, Pedagogical Skills, and Professional Dispositions through each observation and the summative evaluation.

- **Practicum Expectations**
  - Practicum fieldwork experiences are opportunities to apply coursework theory and pedagogy to the practice of teaching in actual classrooms in one on one, small group, and whole group instructional contexts.
  - Lesson Plans must be planned under Mentor Teacher direction, written by Teacher Candidates before instruction and discussed with their Mentor Teacher. Many times NAU students have specific assignments from their methods instructors that can hopefully be integrated within their classroom placements.
  - Teacher Candidates should always notify their Mentor Teacher immediately if for any reason they cannot make a scheduled practicum day.

- **Summative Evaluation**
  - The summative evaluation will be completed by the Practicum Supervisor and Mentor Teacher. An example is included in the Practicum Fieldwork Handbook Appendix, Form E. This evaluation will be sent near the end of the term through the Qualtrics Survey System.
Summary of Handbook and Practicum Expectations: Mentor Teacher

- 45 hours in the classroom (virtual or in-person) equals 1 credit hour of practicum.

- Attend an Initial Meeting with the NAU Practicum Supervisor and Teacher Candidate during the first two weeks (may be face-to-face, or through Zoom, Skype, Collaborate Ultra, etc.).
  - Review practicum policies, guidelines, and expectations (Practicum Fieldwork Handbook).
  - Review forms, incl. NAU Dispositions Tool (Practicum Fieldwork Handbook Appendix, Form D) and Summative Evaluation of the Teacher Candidate (Appendix, Form E).

- Your assigned Teacher Candidate will contact you with an email introduction before the placement begins, and discuss a field experience schedule.
  - Determine the schedule that works best for you and your classroom and provide your contact information so your Teacher Candidate can contact you in the event they become ill and must miss an assigned practicum teaching experience.

- Site & District School Forms – The Teacher Candidate must complete any required forms before working in the classroom.

- Practicum Fieldwork Log (Practicum Fieldwork Handbook Appendix, Form B) – This form documents fieldwork hours, filled in by the Teacher Candidate and signed by you each week, and kept in their Practicum Fieldwork Notebook.
  - The original document will be turned in to the NAU Practicum Supervisor by the Teacher Candidate by the assigned completion date.

- Practicum Fieldwork Notebook – This notebook documents the practicum experiences across all 3 to 5 terms. Page 11 in the Practicum Fieldwork Handbook includes a list of items that the Teacher Candidate must include in this notebook.

- Observations and Evaluations – The Teacher Candidate will be formally observed and evaluated a minimum of 2 times each term by the NAU Practicum Supervisor. Each Teacher Candidate will be provided with written feedback by the NAU Practicum Supervisor regarding strengths and areas for improvement.
  - An observation consists of the classroom observation session by the NAU Practicum Supervisor and a post-observation follow-up conference. (Practicum Fieldwork Handbook pg. 12)
  - During each practicum term, Teacher Candidates are required to self-assess their performance on the NAU Dispositions Tool (Practicum Fieldwork Handbook Appendix, Form D). The Practicum Supervisor will also utilize this tool during observations.
  - NIET Aspiring Teacher Rubric – This formal evaluation instrument has been aligned to INTASC Model Core Teaching Standards. For more information, please see pg. 13 in the Practicum Fieldwork Handbook. Since it is a proprietary instrument, the actual tool cannot be included in the handbook, but the Teacher Candidate can share their copy.
Teacher Candidates are evaluated across professional attributes of Pedagogical Content Knowledge, Pedagogical Skills, and Professional Dispositions through each observation and the summative evaluation.

- **Practicum Expectations**
  - Practicum fieldwork experiences are opportunities to apply coursework theory and pedagogy to the practice of teaching in actual classrooms in one on one, small group, and whole group instructional contexts.
  - Lesson Plans must be planned under your direction/approval and written by Teacher Candidates before instruction and discussed with you. Many times NAU students have specific assignments from their methods instructors that can hopefully be integrated with your students.
  - Teacher Candidates should always notify their Mentor Teacher immediately if for any reason they cannot make a scheduled practicum day.
  - Please call the NAU Practicum Supervisor or Lead Anchor faculty with any concerns.

- **Summative Evaluation**
  - The summative evaluation is completed by the Practicum Supervisor and Mentor Teacher. An example is included in the Practicum Fieldwork Handbook Appendix, Form E.
Practicum Overview

NAU College of Education Teacher Candidates are required to participate in clinical practicum experiences in each of the three-to-five terms that precede their culminating student teaching semester. Over the course of these practicum experiences, Teacher Candidates are expected to demonstrate the dispositions that characterize a professional educator and progressively develop new teaching skills as they gradually assume more and more responsibilities within the classroom.

Practicum experiences provide opportunities to observe, plan, and teach in authentic classrooms and apply what you are learning from methods and theory coursework. It is also an introduction to diverse classroom settings and the dynamics of the teaching profession. A Mentor Teacher and Practicum Supervisor will be assigned to you each term, and will support you as you develop the knowledge, skills, and dispositions expected of professional educators.

Student teaching is the capstone experience for your degree program, during which you will experience the most direct connection between the educational theory and content knowledge you have learned in your coursework and the practice of teaching. Practicum experiences outlined in this handbook are designed to prepare you for student teaching and your eventual transition to practitioner. Each of the expectations and requirements are described in detail in later sections of this handbook. Participating fully in practicum will prepare you to be successful with each of the experiences and activities you will be required to complete.

Professional Licensure Information

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

Practicum Placements

NAU College of Education faculty and staff are responsible for finding and placing Teacher Candidates in classrooms for their practicum experiences. Candidates may not contact districts, schools, principals, or teachers to self-select or arrange practicum placements. For school safety and accountability reasons, school districts have instituted strict policies regarding Teacher Candidate placements, which specify that only NAU sanctioned personnel may coordinate the placement process. Your Practicum Supervisor will provide information about the assigned practicum placement, including your Mentor Teacher contact information.

Preparation Responsibilities

Prior to beginning fieldwork hours, the following tasks must be completed:

- AZ Fingerprint Card: You must provide a scanned copy of both sides of your current card in Bb Learn (or otherwise instructed by your Practicum Supervisor) prior to participating at the school site. Districts and schools may also require Teacher Candidates to provide a copy. Have this with you at all times while at the school site,
as well as a corresponding picture ID.

- **Attend Practicum Orientation Meeting:** Your Practicum Supervisor will schedule a meeting with you and the other Teacher Candidates (may be face-to-face, or through Zoom, Skype, Collaborate Ultra, etc.). The purpose of this meeting is to:
  - Review practicum policies and guidelines
  - Review observation requirements and observation tools
  - Submit practicum paperwork
  - Answer your questions

- **Introduction Email to the Mentor Teacher:** Write and send your Mentor Teacher an email introducing yourself before you start your placement. This will be your first interaction with your mentor, so be sure to use proper spelling and grammar. Please include the following information:
  - A brief introduction with a description of your past teaching (or related) experience.
  - What you hope to learn from the placement.
  - Your fieldwork schedule. If a schedule has not already been determined, please indicate your availability and ask the Mentor Teacher to confirm the times that work best. A regular schedule for fieldwork in the classroom must be strictly adhered to by the Teacher Candidate.
  - Your contact information.
  - Your Practicum Supervisor’s name and contact information.
  - You should cc: your Practicum Supervisor in the email to document completion of this requirement.

- **Practicum Fieldwork Contract & Statement of Understanding:** The fully completed and signed Practicum Fieldwork Contract and Statement of Understanding document (Appendix, Form A) should be returned to the Practicum Supervisor prior to beginning fieldwork hours. A copy of this contract should be included in the Teacher Candidate’s Practicum Fieldwork Notebook.

- **Site & District Specific School Forms:** TeacherCandidates will complete all informational forms required by the school or district prior to working in the classroom. Some districts or schools may also require completion of an application form prior to finalizing a practicum placement.

- **Some ECI 408 and ESE 308 placement facilities require TB tests.** If this applies to you, you will be notified of your requirement to provide a negative TB test prior to beginning any field experience hours. The test may not be more than 12 months old.

**Professional Behaviors**

At all times during practicum, the Teacher Candidate is expected to exhibit professional behavior. Specifically, the Teacher Candidate will:

- Follow school visitor policies and protocols.
- Dress professionally and in accordance with school policies.
- Be punctual each day and follow the agreed upon fieldwork schedule.
- Notify the Mentor Teacher by phone or email if you must be absent for an emergency. In addition,
Notify your Practicum Supervisor and methods course instructor of any absence, and

Note all absences on the Practicum Fieldwork Log (Appendix, Form B).

- Be flexible with impromptu school events that may interrupt planned practicum visits.
- Be respectful of the choices made by the Mentor Teacher.
- Respect the privacy of the children and families with whom you work, and do not use full names or likenesses of students in written or visual work. Conversations regarding students’ performance and concerns must be confidential and only with school staff who have “a need to know” for educational and social/emotional well-being purposes.
- When discussing the teaching of your Mentor Teacher, maintain a tone of professional courtesy.

**Practicum Hours**

Teacher Candidates are required to complete a minimum of 45 hours of classroom fieldwork for each credit hour of practicum spanning the duration of the practicum term. Some specialized programs or school partnerships within the COE require more than the minimum 45 hours of classroom fieldwork experience per credit hour of practicum each term. You are expected to be aware of and adhere to any additional requirements when you register for the practicum. The following are policies regarding your practicum hours:

- To apply what you are learning in courses, and to provide the most benefit to the learners in your placement classroom, practicum hours should be spread out over the course of the term.
- Practicum hours may only be completed within the official NAU calendar period corresponding to the practicum course that the Teacher Candidate is enrolled.
- Complete all required hours by the Friday before finals week, or as instructed by your Practicum Supervisor.

Several methods and theory courses establish a requirement to complete classroom fieldwork hours, which are tied directly to the requirements of the course. Teacher Candidates completing fieldwork for these courses are expected to adhere to all of the guidelines set forth in this handbook even though they may not be formally enrolled in a separate practicum class tied to the course.

**Practicum Fieldwork Log**

Fulfillment of practicum hours should be documented on the Practicum Fieldwork Log (Appendix, Form B). This form should be completed by the Teacher Candidate and signed by the Mentor Teacher each week, and be included in the Teacher Candidate’s Practicum Fieldwork Notebook.

**Practicum Fieldwork Notebook**

Teacher Candidates are expected to create a Practicum Fieldwork Notebook for each practicum experience, using a binder or electronic format as instructed by the Practicum Supervisor. The goal of this notebook is to be a ready tool of resources for each placement as well as a record of your
growth as you progress through each practicum experience. Be prepared to share your notebook with your Practicum Supervisor and reference it during coaching sessions.

The Practicum Fieldwork Notebook is a cumulative document that moves with you throughout all practicum experiences. Below is an example of components that should be included in the Practicum Fieldwork Notebook. Please note these are minimum requirements for the Practicum Fieldwork Notebook. Your Practicum Supervisor may specify additional requirements.

**Practicum Fieldwork Notebook Organization**

Your fieldwork notebook will include sections for each Practicum I, II, and III; with other sections for any additional field experience that you may be required to complete in your degree program. Please include the following:

- **Practicum Handbook**: Include a copy to reference during meetings and observations.
- **NIET Aspiring Teacher Rubric**: Include a copy to reference during meetings and observations.
- **Forms**
  - Practicum Fieldwork Contract and Statement of Understanding
  - Practicum Fieldwork Log (signed weekly by your Mentor Teacher)
- **NAU Dispositions Tool**: Include a copy to reference during meetings and observations, and your completed self-assessment.
- **Completed observations**: Include forms and written feedback.
- **Classroom Context**: Please include the completed template located in Appendix, Form C. Your Practicum Supervisor may provide an alternative assignment if the fall placement does not lend itself to completion of this document (if you do not have an in-person placement).
- **Developed lesson plans and assessments**: Any lesson plans or assessments, whether developed for your Practicum Supervisor or Mentor Teacher, should be included in your Practicum Fieldwork Notebook. Please also include any provided feedback regarding the lesson plan or its implementation.
- **Mentor Teacher meeting and Practicum Supervisor coaching notes**: Include informal notes from meetings and observation conferences.
- **Evidence of professional development**: If you attended seminars, conferences, school board meetings, etc., please include dates and any related notes or documents.

**Candidate Work Sample in Student Teaching**

All Teacher Candidates are required to create a Candidate Work Sample (CWS) during their student teaching experience. Practicum field experiences provide a foundation to help Teacher Candidates anticipate and prepare for the CWS. Classroom Context (Form C) is a required assignment during practicum, which provides an opportunity to address the contextual nature of the classrooms in which Teacher Candidates are placed, a required element in the CWS.

The purpose of the CWS during student teaching is to provide evidence of how your teaching impacts student learning. In particular, it is intended to demonstrate your ability to deliver formative and summative assessments, analyze assessment data and student background
information, and adapt instruction appropriately to meet the needs of all learners. Using a unit or a series of lessons (minimum of three lessons over a period of time in one subject area), you will reflect on the outcomes of the lessons you have taught, analyzing the impact that planning and teaching these lessons had on student learning as evidenced through the analysis of assessment results. This reflective analysis will help you grow professionally, and is an expectation of professional educators committed to student learning.

Practicum Observations

To familiarize the Mentor Teacher and the Teacher Candidate with the practicum expectations, the Practicum Supervisor will hold an initial meeting (may be face-to-face, or through Zoom, Skype, Collaborate Ultra, etc.) between the Teacher Candidate and the Mentor Teacher during the first two weeks of the experience. Teacher Candidates are formally observed by the designated Practicum Supervisor a minimum of two times during each practicum experience and provided with written feedback regarding reinforcements (strengths) and refinements (areas for improvement). At least one of the observations will be in-person. The other may be a virtual observation, which will require the Teacher Candidate to record their lesson. Appropriate permissions and forms should be discussed with the Mentor Teacher to determine if a virtual observation is possible.

An observation consists of the observation session itself and a post-observation follow-up conference. During the post-observation conference, the Teacher Candidate should reflect on their practice and accept constructive feedback appropriately. The Practicum Supervisor will look for these specific professional attributes during each observation:

- Pedagogical Knowledge – observed using the NIET Aspiring Teacher Rubric.
- Pedagogical Skills - observed using the NIET Aspiring Teacher Rubric.
- Professional Dispositions - observed using the NAU Dispositions Tool.

Your Practicum Supervisor may drop in (unannounced) for an informal observation during your scheduled hours in the practicum setting, or may schedule additional formal observations. Course instructors, the Practicum Coordinator, and other Professional Education Program faculty and staff may also conduct formal or informal observations of Teacher Candidates.

Practicum Observation Progressions

Practicum fieldwork experiences provide opportunities to apply coursework theory to the practice of teaching in an actual classroom setting, and prepare our Teacher Candidates for a successful student teaching experience. Scaffolding for the planning and presenting of lessons allow for growth as Teacher Candidates progress through the three to five semesters preceding their culminating semester of student teaching. Please note the progressions below are guidelines, and can be augmented as placements allow.

- Initial Meeting with Teacher Candidate, Mentor Teacher, and Practicum Supervisor
  - Should occur during the first two weeks
  - Review of practicum expectations and observation tools
- Formal Observation 1 completed by Week 7
• Formal Observation 2 completed by Week 13

**Teacher Candidate Knowledge, Skills, & Dispositions**

College of Education (COE) faculty establish standards in the areas of knowledge, skills, and dispositions deemed essential to the professional development of Teacher Candidates. To be academically eligible, Teacher Candidates must meet COE and University programmatic requirements and conduct oneself in a manner consistent with the values and expectations outlined in this document. Repeated infractions concerning the values and/or expected professional behaviors may result in consequences such as the filing of a dispositional alert, subsequent implementation of a Dispositional Improvement Plan (DIP), academic program suspension or dismissal, or other sanctions as appropriate to the concern(s). Implementation of DIPs will be continually monitored to ensure the concerns have been alleviated.

**Pedagogical 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.

**Pedagogical 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.

**Professional Dispositions**

Teacher Candidates who work in P-12 school settings shall have the commitment to demonstrate professional dispositions required of teachers. Dispositions are, “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6.).

**Assessment of Teacher Candidate Knowledge, Skills, and Dispositions**

**The NIET Aspiring Teacher Rubric**

The NIET Aspiring Teacher Rubric provides a streamlined set of performance indicators to be used with teacher candidates to define effective instruction. These 12 indicators, which are based on and aligned to NIET’s research-based Teaching Standards Rubric, describe the key skills and abilities that aspiring teachers must have to be prepared for the classroom. The descriptions within NIET’s Aspiring Teacher Rubric create common language for observation, feedback, and support as well as foster collaboration between an aspiring teacher and peers or faculty around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.
The indicators, taken separately, provide an aspiring teacher with a progressive view of what each indicator looks like from “improvement needed” to “proficient” to “exemplary.” Taken as a whole, the rubric provides concrete and holistic feedback about strengths and weaknesses on the path to becoming a teacher.

This table below provides a summary for how the NIET Aspiring Teacher Rubric indicators relate to the NIET Teaching Standards indicators and InTASC Standards.
### NIET Aspiring Teacher Rubric Comparison Summary

<table>
<thead>
<tr>
<th>NIET Aspiring Teacher Rubric Indicators</th>
<th>NIET Teaching Standards Indicators</th>
<th>InTASC Standards</th>
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<tbody>
<tr>
<td>Instructional Plans</td>
<td>• Instructional Plans</td>
<td>• Standard #4: Content Knowledge</td>
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<td></td>
<td>• Lesson Structure and Pacing</td>
<td>• Standard #7: Planning for Instruction</td>
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<td>• Student Work</td>
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<tr>
<td>Assessment</td>
<td>• Assessment</td>
<td>• Standard #4: Content Knowledge</td>
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<td>• Standard #6: Assessment</td>
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<tr>
<td>Standards and Objectives</td>
<td>• Standards and Objectives</td>
<td>• Standard #1: Learner Development</td>
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<td></td>
<td>• Assessment</td>
<td>• Standard #4: Content Knowledge</td>
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<td></td>
<td>• Student Work</td>
<td>• Standard #8: Instructional Strategies</td>
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<td></td>
<td>• Expectations</td>
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<tr>
<td>Presenting Instructional Content</td>
<td>• Presenting Instructional Content</td>
<td>• Standard #4: Content Knowledge</td>
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<td></td>
<td>• Teacher Content Knowledge</td>
<td>• Standard #5: Application of Content</td>
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<td></td>
<td></td>
<td>• Standard #8: Instructional Strategies</td>
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<tr>
<td>Activities and Materials</td>
<td>• Activities and Materials</td>
<td>• Standard #5: Application of Content</td>
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<td></td>
<td>• Grouping Students</td>
<td>• Standard #8: Instructional Strategies</td>
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<td></td>
<td>• Motivating Students</td>
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<td>Questioning</td>
<td>• Questioning</td>
<td>• Standard #5: Application of Content</td>
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<td>Academic Feedback</td>
<td>• Academic Feedback</td>
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<td>Teacher Knowledge of Students</td>
<td>• Teacher Knowledge of Students</td>
<td>• Standard #1: Learner Development</td>
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<td></td>
<td>• Grouping Students</td>
<td>• Standard #2: Learning Differences</td>
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<td></td>
<td>• Lesson Structure and Pacing</td>
<td>• Standard #6: Assessment</td>
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<td>Thinking and Problem-Solving</td>
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<td>• Standard #5: Application of Content</td>
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<td>• Problem-Solving</td>
<td>• Standard #8: Instructional Strategies</td>
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<tr>
<td>Environment</td>
<td>• Environment</td>
<td>• Standard #2: Learning Differences</td>
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<td></td>
<td>• Expectations</td>
<td>• Standard #3: Learning Environments</td>
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<td></td>
<td>• Respectful Culture</td>
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<td>Managing Student Behavior</td>
<td>• Engaging Students and Managing Behavior</td>
<td>• Standard #2: Learning Differences</td>
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<td></td>
<td>• Lesson Structure and Pacing</td>
<td>• Standard #3: Learning Environments</td>
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<td>Professionalism and Ethical Behavior</td>
<td>• Professionalism</td>
<td>• Standard #9 Professional Learning and Ethical Practice</td>
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<td>• Standard #10 Leadership and Collaboration</td>
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Practicum Supervisors will work with Teacher Candidates throughout the course of each term to identify specific NIET Aspiring Teacher Rubric indicators to focus on as they progress through each practicum fieldwork experience. Those indicators introduced in Practicum I are expected to be demonstrated during each successive practicum, not just in the term in which they are introduced. **NIET Aspiring Teacher Rubric indicators are thus accumulative across the three to five practicum terms.** Your Practicum Supervisor will provide and review the rubric during the first practicum meeting.

**The NAU Dispositions Tool**

The NAU Dispositions Tool (Appendix, Form D) details the dispositions that Teacher Candidates are expected to demonstrate during all practica, student teaching, and throughout their professional careers as educators. Teacher Candidates are held accountable to all NAU Dispositions beginning with Practicum I, and continuing through subsequent practicum experiences.

**Self-assessment of dispositions.** Teacher Candidates are required to self-assess their performance on the NAU Dispositions during Practicum I as well as one time during each subsequent term of practicum. Practicum Supervisors will provide information and expectations regarding this self-assessment assignment, and will review and discuss your dispositional self-assessments during each practicum term.

**Self-assessment directions.** Utilizing the NAU Dispositions Tool (Appendix, Form D), check “Yes” for “Self-Assessment”, located at the top of the form. Using the rating scale described in Table 1 below, determine your level of performance to self-assess your practices. Think about the evidence you can document at that level of practice. At the end of each practicum, documentation of evidence will be an expectation. Reinforcement and refinement will be used throughout your pre-service program as you and University faculty and school personnel interact with one another.

<table>
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<tr>
<th>Performance Level</th>
<th>Performance Level Descriptors</th>
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<tbody>
<tr>
<td>P</td>
<td>Proficient</td>
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<td>E</td>
<td>Emerging</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>NA</td>
<td>Not Able to Observe</td>
</tr>
</tbody>
</table>

For some of the standards, your performance might initially be “Emerging,” while in other standards your performance might be “Proficient.” This is an opportunity to personally work on developing your competency of these standards during the three-to-five terms of practicum in order to prepare for the student teaching experience. By the end of Practicum III, all Teacher Candidates should demonstrate a “Proficient” level of competency for all NAU Dispositions.

**Summative Evaluation of Teacher Candidate**
Practicum Supervisors and Mentor Teachers complete the Teacher Candidate’s summative evaluation near the end of the term. Form F (Appendix) is an example of the online summative evaluation instrument for NAU Teacher Candidates. An individualized link to this evaluation, tied to each individual Teacher Candidate, will be sent via email through the NAU Qualtrics Survey System.

The intent of the summative evaluation is to provide feedback and focused growth opportunities for Teacher Candidates, and to provide information that can help the College of Education evaluate and improve the practicum fieldwork program and the teacher preparation program as a whole at NAU.

Roles & Responsibilities of the Practicum Community

A variety of people participate as a collaborative team to form the practicum community. The following tables provide an overview of the different individuals within the practicum community and explain their roles, qualifications, and responsibilities.

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
</tr>
<tr>
<td><strong>Responsibilities</strong></td>
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</tbody>
</table>
# Mentor Teacher

<table>
<thead>
<tr>
<th>Role</th>
<th>The classroom teacher hosting the Teacher Candidate during practicum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td>Must be an Arizona certified teacher.</td>
</tr>
</tbody>
</table>
| Responsibilities | • Familiarize the Teacher Candidate with the school, district policies, and procedures.  
• Serve as a role model and help the Teacher Candidate develop a sense of confidence.  
• Provide the Teacher Candidate with constructive feedback and suggestions.  
• Provide the Teacher Candidate experiences working with students individually, in small groups, and whole class.  
• Communicate with the Practicum Supervisor regarding the Teacher Candidate’s dispositions, professionalism, teaching, and lesson quality.  
• Bring concerns regarding the Teacher Candidate to the attention of the Practicum Supervisor as soon as they are noted.  
• Verify the Teacher Candidate’s record of attendance by signing their Practicum Fieldwork Log weekly.  
• Model reflective practice and encourage the Teacher Candidate to share in problem-solving conversations to reflect on your practice and their own.  
• Complete the online mentor evaluation of the Teacher Candidate sent by the Practicum Coordinator near the end of the term. |

# Special Education Mentor Teacher

<table>
<thead>
<tr>
<th>Role</th>
<th>The special education classroom teacher hosting the Teacher Candidate during practicum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td>Must be an Arizona certified and SPED certified teacher who teaches learners with identified special needs.</td>
</tr>
</tbody>
</table>
| Responsibilities | • Meet all of the expectations of the regular Mentor Teacher.  
• Discuss unique academic, cognitive, and learning needs of students with Teacher Candidates.  
• Review how to align IEP goals to content standards.  
• Approve and supervise practice using electronic IEP software.  
• Approve and supervise Teacher Candidate participation in the writing of student IEPs.  
• Approve and supervise participation in an IEP meeting with the team’s permission.  
• Discuss and help with the process of transition planning. Teacher Candidates will complete a mock transition plan for a student during practicum in term IV. |
<table>
<thead>
<tr>
<th>Practicum Supervisor</th>
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<tbody>
<tr>
<td><strong>Role</strong></td>
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<tr>
<td><strong>Qualifications</strong></td>
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<tr>
<td><strong>Responsibilities</strong></td>
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</table>
  - Provide placement data to the Practicum Coordinator.  
  - Schedule a class meeting with the Anchor Faculty/Partnership Lead to review the practicum syllabus and handbook with Teacher Candidates at the beginning of the term (may be face-to-face, or through Zoom, Skype, Collaborate Ultra, etc.).  
  - Send an introductory email to Mentor Teachers.  
  - Maintain communication with Mentor Teachers about Teacher Candidates’ knowledge, skills, and dispositions, and address necessary concerns with the Teacher Candidate and Anchor Faculty/Partnership Lead.  
  - Communicate monthly with the Anchor Faculty/Partnership Lead regarding Teacher Candidates’ knowledge, skills, and dispositions, and the opportunities provided to them in the classroom.  
  - Communicate with school personnel in order to build relationships with the community.  
  - Maintain open communication with the Teacher Candidate, and serve as a contact between the placement school and the University.  
  - Hold an initial meeting between the Teacher Candidate and the Mentor Teacher during the first two weeks of the field experience (may be face-to-face, or through Zoom, Skype, Collaborate Ultra, etc.).  
  - Create and maintain a term schedule to include two formal observations for each Teacher Candidate and conduct a post-observation conference with the Teacher Candidate for each observation. At least one observation must be in-person, and the other may be in-person or virtual.  
  - Utilize the NAU Dispositions Tool to assess demonstrated dispositions by Teacher Candidates.  
  - Utilize the NIET Aspiring Teacher Rubric to assess demonstrated teaching skills as candidates progress through each practicum experience.  
  - Organize the timing of the observations to fit the Mentor Teacher’s needs.  
  - Ensure that a Practicum Fieldwork Notebook and Practicum Fieldwork Log is maintained throughout each term of practicum.  
  - Maintain a Bb Learn shell for assignments, discussions, and reflections.  
  - Submit a pass/fail grade to each Teacher Candidate at the end of the term.  
  - Complete the Practicum Supervisor summative evaluation of the Teacher Candidate sent by the Practicum Coordinator near the end of the term. |
<table>
<thead>
<tr>
<th>Anchor Faculty/Partnership Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
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<td><strong>Responsibilities</strong></td>
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</table>

**Northern Arizona University Code of Conduct**

Teacher Candidates are students of Northern Arizona University. 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.

The NAU College of Education 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 the program and/or the University. For more information, please refer to the NAU Student Handbook.

All NAU Teacher Candidates are expected to complete and sign the Practicum Fieldwork Contract and Statement of Understanding (Appendix, Form A). By signing, you indicate your understanding and agreement to these academic, ethical, and dispositional standards. Violations of
this code of conduct, or failure to successfully complete all academic requirements, may result in sanctions, including program dismissal.

To view University academic policies, please refer to the NAU Academic Policies webpage and the links below:

Academic Integrity Appeal
Grade Appeals

Process for Addressing Teacher Candidate Disposition Concerns

Professional Dispositions and the Model Code of Ethics for Educators (MCEE)

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 is understood to apply to the Teacher Candidate’s academic, professional, and public life.

The Model Code of Ethics for Educators (MCEE) establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation and self-accountability. These principles have been aligned with the NAU Dispositions Tool, and are utilized in the alert process outlined below.

The following process will occur if faculty has a concern(s) regarding a Teacher Candidate’s conduct or competency level on the Professional Dispositions detailed on pages 13 of the Practicum Fieldwork Handbook. Dispositions are, “the habits of professional action and moral commitments that underlie an educator’s performance.” (InTASC Model Core Teaching Standards, p. 6.)

Step 1: The faculty member has informal dialogue with the Teacher Candidate to express area(s) of concern. The faculty member documents a summary of the meeting for his/her records using the dispositional form in the handbook (Appendix, Form F), including a description of the evidence regarding the dispositional concern(s).

Step 2: If the concern(s) persists, a formal meeting is held with the Teacher Candidate, Practicum Supervisor, faculty, and, if appropriate, school personnel to discuss the continued concern. Using Form F (Appendix), indicate the area of concern and provide a short description of the evidence you can document at any level of practice that is not proficient. The Teacher Candidate, in consultation with the faculty member, formulates a detailed Dispositional Improvement Plan (Appendix, Form F) for refinement, including a timeline for completion and a follow-up date to review progress. All parties must sign the plan. A copy of the plan should be provided to the Teacher Candidate. A formal PEP Alert should be completed, and all related documents should be uploaded to the alert. Once submitted, the alert will be routed to the Associate Dean from the PEP office.
**Step 3:** If the plan is deemed successful by the Teacher Candidate, the Practicum Supervisor, faculty and/or school personnel, documentation is noted and nothing further needs to take place. If the plan is not deemed successful, the faculty member will complete a final assessment on Form F (Appendix) and forward to the Chair of Teaching & Learning and/or the Chair of Educational Specialties to be housed in a designated file.

**Step 4:** If two separate concerns are submitted and not resolved by the Dispositional Improvement Plan, the Associate Dean will determine a mutual date and time to meet with the Teacher Candidate to review the plan and designate a timeline. The Associate Dean will document the meeting using Form F (Appendix). At the end of the timeline, if the plan is deemed successful by the Teacher Candidate and the Associate Dean, documentation is noted and nothing further needs to take place. If the plan is not deemed successful, the Teacher Candidate will be counseled about further options regarding the feasibility in moving forward within this plan or determining another degree program option.
Glossary of Terms

**Anchor Faculty:** The term that denotes statewide NAU faculty that lead a strategic hub or a Grow Your Own partnership.

**Arizona K12 Center:** The mission of the Arizona K12 Center is to improve teaching and learning in Arizona's schools through high quality professional development and teacher leadership.

**CAEP 2018 K-6 Elementary Teacher Preparation Standards:** Choice standards for states and educator preparation providers (EPP’s) selecting the CAEP Evidence Review of Standard One for their elementary teacher preparation program. These standards are available for providers to use to gather program level evidence for CAEP Standard 1 as part of the CAEP accreditation process.

**Council for the Accreditation of Educator Preparation (CAEP):** A nonprofit and nongovernmental agency that accredits educator preparation providers (EPP’s). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

**Council of Chief State School Officers (CCSSO):** A nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education and the five U.S. extra-state jurisdictions. The organization is committed to ensuring all students participating in public education graduate prepared for college, careers, and life.

**Council for Exceptional Children (CEC):** The Council for Exceptional Children is a professional association of educators dedicated to advancing the success of children with exceptionalities.

**Ethics:** The moral principles that govern a person or group’s behaviors.

**Faculty:** The personnel, including both employees and partners of the educator preparation provider who assess, support, and develop a candidate’s knowledge, skills, and/or professional dispositions within the scope of the educator preparation program.

**Field Experiences:** Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

**Improvement Plan –** An Improvement Plan may be implemented to support the Teacher Candidate who needs additional support in one or several targeted areas aligned with InTASC Standards.

**InTASC Learning Progressions for Teachers 1.0:** Progressions focused on describing the key pedagogical strategies needed to get to the new vision of teaching that is essential for successful implementation of college- and career-ready standards.
InTASC Model Core Teaching Standards: Core teaching standards that outline what teachers should know and be able to do to ensure that every PK-12 student reaches the goal of being ready to enter college or the workforce in today’s world. This “common core” outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share.

Mentor Teacher: The classroom teacher hosting the Teacher Candidate during practicum. In student teaching, the mentor teacher is referred to as the Supervising Practitioner.

Model Code of Ethics for Educators (MCEE): The MCEE facilitates a broad understanding of what constitutes ethical best practice and helps ensure that educators are equipped with a framework for ethical decision-making.

National Association for the Education of Young Children (NAEYC): A professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

NIET Aspiring Teacher Rubric (ATR): A set of streamlined performance indicators that define effective instruction.

Partnership: A mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals.

Partnership Lead: NAU faculty on the mountain campus responsible for a school partnership and involved in practicum.

Pedagogical Content Knowledge: A core part of content knowledge for teaching that includes; core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting, and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.

Pedagogical Skills: An educator’s abilities or expertise to impart the specialized knowledge/content of their subject area(s).

Practicum: A period of structured observation and practice of the skills being learned, supervised by an individual trained in that area. This P-12 classroom fieldwork experience(s) precedes the student teaching fieldwork experience.

Practicum Coordinator: Coordinates practicum placements and works collaboratively with faculty and administration to create policy and procedures for practicum.

Practicum Supervisor: The title to describe the instructor of the practicum. In some instances, this person is also the Anchor Faculty or Partnership Lead.

Professional Dispositions: The habits of professional action and moral commitments that underlie an educator’s performance.
**Professional Education Programs (PEP):** NAU’s PEP oversees the teacher preparation program, manages student teaching placements, and ensures candidates meet outlined expectations for the student teaching course.

**Rubric:** A tool for scoring candidate work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left hand vertical axis, and levels of performance across the horizontal axis. The work of performance may be given an overall score (holistic scoring) or criteria may be scored individually (analytic scoring). Rubrics are also used for communicating expectations (adapted from the Western Association of Schools and Colleges glossary).

**Standards:** Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning.

**Student Teaching:** Capstone P-12 classroom fieldwork experience.

**Teacher Candidate:** NAU student enrolled in a practicum fieldwork experience and sometimes referred to as a “practicum student”.
References


Appendices
Form A: Practicum Fieldwork Contract and Statement of Understanding

<table>
<thead>
<tr>
<th>Teacher Candidate Name</th>
<th>Mentor Teacher Name</th>
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<tr>
<th>Teacher Candidate Email</th>
<th>Mentor Teacher Email</th>
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<table>
<thead>
<tr>
<th>Teacher Candidate Phone</th>
<th>Mentor Teacher Phone</th>
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<table>
<thead>
<tr>
<th>Practicum Supervisor Name</th>
<th>District/School/Grade</th>
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<tr>
<th>Practicum Supervisor Email</th>
<th>NAU Course</th>
<th>Term/Year</th>
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<tr>
<th>Practicum Supervisor Phone</th>
<th>Practicum Hours Required</th>
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</table>

**NAU Teacher Candidate Responsibilities**

- The NAU Teacher Candidate is responsible for contacting the Mentor Teacher immediately upon receipt of their assignment.
- The NAU Teacher Candidate is responsible to have this contract signed at the beginning of the practicum and returned to the university instructor/ supervisor.
- The NAU Teacher Candidate is responsible for reviewing Teacher Candidate knowledge, skills, and dispositions described in the Practicum Fieldwork Handbook.
- The NAU Teacher Candidate is responsible for fulfilling all of the expectations described in the Practicum Fieldwork Handbook.
- The NAU Teacher Candidate accepts the responsibility to adhere to the highest ethical standards and commits to serving students, the profession, and pursuing professional development.

As a NAU Teacher Candidate, I hereby acknowledge with my signature that I have read, understand, and agree to adhere to all 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.

<table>
<thead>
<tr>
<th>Teacher Candidate Signature</th>
<th>Date</th>
<th>Mentor Teacher Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Practicum Supervisor Signature</th>
<th>Date</th>
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</tbody>
</table>
Form B: Practicum Fieldwork Log

[Teacher Candidate Name]  [Mentor Teacher Name]

<table>
<thead>
<tr>
<th>NAU Course</th>
<th>Term</th>
<th>Hours Required</th>
<th>Date Practicum to be Completed</th>
</tr>
</thead>
</table>

Maintain this log in your Practicum Fieldwork Notebook to document your hours and activities. Completion of the field experience and log is governed by the University Code of Conduct. Return your completed log to your Practicum Supervisor by the assigned completion date above. Retain a copy to be included in your fieldwork notebook for subsequent practicum experiences. This log should be signed weekly by your Mentor Teacher.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Time in Classroom</th>
<th>Brief Description of Activity</th>
<th>Mentor Teacher Signature</th>
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</thead>
<tbody>
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<td><strong>Total Time</strong></td>
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</tbody>
</table>
Form C: Classroom Context

Name: ________________________________________________ Date: ____________________________

Directions: This template represents a portion of the Student Teaching Candidate Work Sample and is intended to prepare you for that assignment. It is essential practice to analyze student background information to plan instruction to meet the needs of all learners. After speaking with your Mentor Teacher and reflecting on your classroom as the term begins, respond to the following prompts. Do not use student names in your responses.

<table>
<thead>
<tr>
<th>Student Background Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned with Part 1/Section 1 of the Student Teaching <strong>Candidate Work Sample</strong></td>
<td></td>
</tr>
</tbody>
</table>

Provide an overall picture of your community, school, and grade level team that might affect student learning (e.g., social, economic, grade-level team cohesiveness).

<table>
<thead>
<tr>
<th>How might needs in your classroom, related to learner development, affect student learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe the learners’ strengths and needs present in your classroom.</td>
</tr>
<tr>
<td>• What social/emotional and behavioral issues should be considered for your learners?</td>
</tr>
<tr>
<td>• How does culture and diversity affect learners in your classroom?</td>
</tr>
<tr>
<td>What special learner characteristics are present among your students (Special Education IEP’s, 504’s, ESL students, gifted program students, etc.)?</td>
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<tr>
<td>---</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What characteristics beyond the classroom may impact student learning (e.g., family social situations and issues, available family support for learning, family/cultural background)?</th>
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</thead>
<tbody>
<tr>
<td>Describe parental support and involvement in the classroom.</td>
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<tr>
<td>What family situations could affect learning?</td>
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<tr>
<td>Other</td>
</tr>
</tbody>
</table>

**Technology**

Aligned with Part 1/Section 1 and Part 3/Section 3 of the Student Teaching [Candidate Work Sample](#)

What resources and technology are available to you in your classroom?

Describe learners’ access to technology at home.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>How would you take initiative to identify, locate, and integrate technology in a future instructional setting if not available at this time?</td>
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<tr>
<td>How are technology tools used to measure student learning in your classroom? Give examples to support your claims.</td>
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</tr>
<tr>
<td>How is technology used to support student learning in your classroom? Give examples to support your claim.</td>
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</tr>
<tr>
<td><strong>Classroom Management</strong></td>
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</tr>
<tr>
<td>What is the classroom management plan in your classroom? If possible, attach a copy of the behavior management plan.</td>
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</tr>
<tr>
<td>How will your personal classroom rules for learning and behavior be different?</td>
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</tr>
<tr>
<td>How will your personal classroom rules for learning and behavior be the same?</td>
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</tbody>
</table>
Form D: NAU Dispositions Tool

Teacher Candidate: __________________________ Practicum/Term #:_______ Date:_____________ Self-Assessment:Y□ N□

Rating Scale: Proficient (P), Emerging (E), Unsatisfactory (U), Not Able to Observe (NA)

<table>
<thead>
<tr>
<th>NAU Dispositions</th>
<th>Standard</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>• Is prepared for classes and teaching responsibilities.</td>
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<tr>
<td></td>
<td>• Is punctual for classes and teaching responsibilities.</td>
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<tr>
<td></td>
<td>• Adheres to the highest ethical standards.</td>
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<td></td>
<td>• Assumes appropriate responsibility and authority. Takes responsibility for safety and welfare of students.</td>
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<td>• Demonstrates academic integrity.</td>
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<tr>
<td></td>
<td>• Demonstrates compliance with guidelines, laws and policies. i.e. Maintains confidentiality regarding student records and information.</td>
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<tr>
<td></td>
<td>• Maintains professional dress and hygiene in teaching situations.</td>
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<tr>
<td><strong>Instructional Practice</strong></td>
<td>• Demonstrates patience during the learning process.</td>
<td></td>
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<td></td>
<td>• Demonstrates competence in content knowledge and across the domains: reading, writing, listening, and speaking.</td>
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<td>• Respects individual differences.</td>
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<td><strong>Critical Thinking</strong></td>
<td>• Maintains a strong sense of intellectual curiosity. Actively seeks new information.</td>
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<td></td>
<td>• Demonstrates critical thinking in written and verbal form.</td>
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<td><strong>Reflective Practice</strong></td>
<td>• Invites and responds positively to constructive criticism and professional feedback.</td>
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<td>• Seeks assistance to improve skills. i.e. Demonstrates willingness to learn from others.</td>
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</tbody>
</table>
### NAU Dispositions

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Appropriately communicates with students using Standard English.</td>
<td></td>
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<tr>
<td>- Appropriately communicates with the Mentor Teacher and other colleagues in a professional, courteous, and respectful manner using Standard English.</td>
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<tr>
<td>- Keeps supervisors informed of issues and problems.</td>
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<tr>
<td>- Acts purposefully with commitment and enthusiasm.</td>
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<td>- Exhibits emotional well-being to meet the demands of the teaching professional.</td>
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<td>- Demonstrates effective collaboration skills. Responds respectfully during collaboration. Contributes to team tasks.</td>
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</tbody>
</table>

Adopted by Faculty October 21, 2015; Modified for Pilot Study January 17, 2018; Adopted by Faculty April 27, 2018

Positive Attribute Observed (Reinforcement):

Suggestions for Improvement (Refinement):

Evaluator Signature

Teacher Candidate Signature
Form E: Summative Evaluation of the Teacher Candidate

This is an example of the online summative evaluation, which will be distributed through email via the NAU Qualtrics Survey System near the end of the term. Practicum Supervisors are expected to note evidence of these dispositions and teaching skills throughout the term in order to facilitate completion. Any concerns observed by the Mentor Teacher during the term should be reported to the Practicum Supervisor as soon as they are noted.

Directions: Complete the following inventory questions regarding [Teacher Candidate Name]’s personal dispositions and instructional skills. Dispositions are, “the habits of professional action and moral commitments that underlie an educator’s performance.” (InTASC Model Core Teaching Standards, p. 6.)

Use the following scoring scale to answer the following set of questions:

- P = Proficient (mostly)
- E = Emerging (sometimes)
- U = Unsatisfactory (rarely)
- NA = Not Able to Observe (did not observe or unable to due to placement limitations)

1. PROFESSIONALISM

<table>
<thead>
<tr>
<th>The Teacher Candidate…</th>
<th>P</th>
<th>E</th>
<th>U</th>
<th>NA</th>
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<tbody>
<tr>
<td>Is prepared for classes and teaching responsibilities.</td>
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<td>Is punctual for classes and teaching responsibilities.</td>
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<td>Adheres to the highest ethical standards.</td>
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<td>Assumes appropriate responsibility and authority. i.e. Takes responsibility for actions. Takes responsibility for safety and welfare of students.</td>
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<tr>
<td>Demonstrates academic integrity.</td>
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<td>Demonstrates compliance with guidelines, laws, and policies. i.e. Maintains confidentiality regarding student records and information.</td>
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<td>Maintains professional dress and hygiene in teaching situations.</td>
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</table>

2. INSTRUCTIONAL PRACTICE

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<thead>
<tr>
<th>The Teacher Candidate…</th>
<th>P</th>
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<tr>
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3. CRITICAL THINKING

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<tr>
<th>The Teacher Candidate…</th>
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<tbody>
<tr>
<td>Maintains a strong sense of intellectual curiosity. i.e. Actively seeks new information.</td>
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</table>
4. REFLECTIVE PRACTICE

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<thead>
<tr>
<th>The Teacher Candidate…</th>
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<td>Invites and responds respectfully and positively to constructive criticism and professional feedback.</td>
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<td>Demonstrates reflective practice in written or verbal form.</td>
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5. COMMUNICATION

<table>
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<tr>
<th>The Teacher Candidate…</th>
<th>P</th>
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<tr>
<td>Appropriately communicates with students using Standard English.</td>
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<td>Keeps supervisors informed of issues and problems.</td>
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6. PERSONAL ATTRIBUTES

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<tr>
<th>The Teacher Candidate…</th>
<th>P</th>
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<tr>
<td>Acts purposefully with commitment and enthusiasm.</td>
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<td>Exhibits emotional and physical well-being to meet the demands of the teaching professional.</td>
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7. CULTURAL COMPETENCE

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<tr>
<th>The Teacher Candidate…</th>
<th>P</th>
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<tr>
<td>Demonstrates respect for diverse ideas and the values of diverse people.</td>
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8. COLLABORATION

<table>
<thead>
<tr>
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<tr>
<td>Demonstrates effective collaboration skills. i.e. Responds respectfully during collaboration. Contributes to team tasks.</td>
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9. INSTRUCTIONAL SKILLS

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<thead>
<tr>
<th>The Teacher Candidate…</th>
<th>P</th>
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<tbody>
<tr>
<td>Displays effective classroom management.</td>
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<tr>
<td>Demonstrates an understanding of how children learn by designing and implementing effective learning opportunities and environments.</td>
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<tr>
<td>Uses strategies that are appropriate to student’s developmental levels.</td>
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<tr>
<td>Demonstrates an awareness and sensitivity to diversity and special needs within the classroom.</td>
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<tr>
<td>Uses formative and summative assessments to adjust teaching or individual students. i.e. Adjusts instruction based upon feedback from students.</td>
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</tbody>
</table>
Uses technology and a variety of instructional resources.

10. Please provide any additional comments regarding the Teacher Candidate's performance.

11. Please provide an OVERALL rating of the Teacher Candidate’s performance in your classroom.

   Teacher Candidates are in the process of developing professional teaching skills over several terms prior to their student teaching experience.

   For a Teacher Candidate to receive an UNSATISFACTORY rating they must exhibit unacceptable problems within one or more of the following areas: professionalism, personal attributes, critical thinking, reflective practice, cultural competence, collaboration, communication, instructional practice, or instructional skills.

   ☒ Professional progress is SATISFACTORY for time and placement
   ☒ Professional progress is UNSATISFACTORY for time and placement

   ONLY IF UNSATISFACTORY ABOVE, THEN…

12. Select the area(s) in which this Teacher Candidate exhibited problems significant enough to receive an overall UNSATISFACTORY evaluation.

   ☐ Professionalism
   ☐ Personal attributes
   ☐ Critical thinking
   ☐ Reflective practice
   ☐ Cultural competence
   ☐ Collaboration
   ☐ Communication
   ☐ Instructional practice
   ☐ Instructional skills
   ☐ Other, please specify. ____________________
## Form F: Process for Addressing Teacher Candidate Disposition Concerns

**Student Name:** __________________________  **Current Date:** __________

- **☐** Step 1  - **☐** Step 2  - **☐** Step 3  - **☐** Step 4

### Related to MCEE Principle: Professionalism

<table>
<thead>
<tr>
<th>MCEE Principle</th>
<th>Check area(s) of concern:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. A.4.</td>
<td>1. Is prepared for classes and teaching responsibilities.</td>
<td></td>
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<tr>
<td>II. A.4.</td>
<td>2. Is punctual for classes and teaching responsibilities.</td>
<td></td>
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<tr>
<td>I.A.3.</td>
<td>3. Adheres to the highest ethical standards.</td>
<td></td>
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<tr>
<td>II.C.3.</td>
<td>4. Assumes appropriate responsibility and authority, i.e., takes responsibility for actions. Takes responsibility for safety and welfare of students.</td>
<td></td>
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<tr>
<td>I.A.7.</td>
<td>5. Demonstrates academic integrity.</td>
<td></td>
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<tr>
<td>I.A.2.</td>
<td>6. Demonstrates compliance with guidelines, laws and policies, i.e., maintains confidentiality regarding student records and information.</td>
<td></td>
</tr>
<tr>
<td>III.C.1, 2, 3, IV.A.4.</td>
<td>7. Maintains professional dress and hygiene in teaching situations.</td>
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</tbody>
</table>

### Related to MCEE Principle: Instructional Practice

<table>
<thead>
<tr>
<th>MCEE Principle</th>
<th>Check area(s) of concern:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>III.A.3.</td>
<td>1. Demonstrates patience during the learning process.</td>
<td></td>
</tr>
<tr>
<td>II.A.5</td>
<td>2. Demonstrates competence in content knowledge and across the domains: reading, writing, listening, and speaking.</td>
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<tr>
<td>III.B.2</td>
<td>3. Respects individual differences.</td>
<td></td>
</tr>
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<td></td>
<td>4. Demonstrates high expectations for others.</td>
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<tr>
<td>III.B.1, IV.D.3.</td>
<td>5. Demonstrates compassion for those having difficulty, i.e., displays empathy and ethics of caring.</td>
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### Related to MCEE Principle: Critical Thinking

<table>
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<tr>
<th>MCEE Principle</th>
<th>Check area(s) of concern:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.A.6</td>
<td>1. Maintains a strong sense of intellectual curiosity, i.e., actively seeks new information.</td>
<td></td>
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<td></td>
<td>2. Demonstrates critical thinking in written and verbal form.</td>
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</table>

### Evidence:

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*Practicum Fieldwork Handbook: Fall 2021*
<table>
<thead>
<tr>
<th>Related to MCEE Principle:</th>
<th>Disposition: Reflective Practice</th>
<th>Check area(s) of concern:</th>
<th>Comments</th>
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<tbody>
<tr>
<td>IV.B.1, 4.</td>
<td>1. Invites and responds respectfully and positively to constructive criticism and professional feedback.</td>
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<td>IV.B.1, 4.</td>
<td>2. Seeks assistance to improve skills, i.e., demonstrates willingness to learn from others.</td>
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<td>II.A.5</td>
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**Evidence:**

<table>
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<tr>
<th>Related to MCEE Principle:</th>
<th>Disposition: Communication</th>
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<tbody>
<tr>
<td>III.A.3.</td>
<td>1. Appropriately communicates with students using Standard English.</td>
<td></td>
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<tr>
<td>I.C.2., IV.B.1.</td>
<td>2. Appropriately communicates with the Mentor Teacher and other colleagues in a professional, courteous, and respectful manner using Standard English.</td>
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<th>Disposition: Personal Attributes</th>
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<td>I.A.4.</td>
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**Evidence:**

<table>
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<th>Related to MCEE Principle:</th>
<th>Disposition: Cultural Competence</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>III.A.1, 3, III.B.1, 2, IV.A.2</td>
<td>1. Demonstrates respect for diverse ideas and the values of diverse people.</td>
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<td>III.A.1, 3, III.B.1, 2, IV.A.2</td>
<td>2. Demonstrates respect for the beliefs of others.</td>
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**Evidence:**
Evidence:

Summary of Meeting:

Improvement Plan for Addressing Professional Disposition Concerns

Goals to Address Concerns: 

Monitoring and Measuring Progress 

This section describes who will monitor progress, frequency and expectations for follow up meetings. Also include a follow-up date to review progress.

Consequences for Incomplete Success 

This section describes next steps for incomplete success.

Needed Documentation 

This section outlines what documentation is required by the student and the date these documents are due.

Signatures 

This section is to verify that all parties have heard, read, and received the requirements for remediation.

Student: ________________________________________________

Faculty: ________________________________________________

Department Chair: ______________________________________

Associate Dean________________________________________

Student Comments: 

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