

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**Department** (Teaching and Learning or Educational Specialties)

**Course Prefix and Number, Section Number** (ECI 308, ECI 408, ECI 608, ESE 308)

**Supervised Practicum**

**Fall 2020**

**Syllabus**

**Total Units of Course Credit:**

**Mode of Instruction:** Face-to-face fieldwork blended with online assignments.

**Practicum Supervisor’s Name:**

**Practicum Supervisor’s Contact Information:** Office Phone; E-mail; Skype address, etc.

**Practicum Supervisor’s Availability**: Includes elements such as office address, office hours, and/or online availability, times the instructor is typically online or may be reached by phone, amount of time within which the instructor will respond to e-mails, etc.

**Course Purpose**

Teacher Candidates will participate in practicum fieldwork experiences in schools and classrooms; exposure to and practical experiences in the knowledge, skills, and dispositions essential for teaching in schools. The following number of practicum units are required for these majors:

* Elementary Education - a one-unit practicum experience is required for three terms (three total units), and includes mandatory meetings each term.
* Special and Elementary Education - a one-unit practicum experience is required for five terms (five total units), and includes mandatory meetings each term.
* Early Childhood and Early Childhood Special Education – a two-unit practicum experience is required for four terms (eight total units), and includes mandatory meetings each term.
* Elementary Education with Certificate Leading to Early Childhood Endorsement - a one-unit practicum experience is required for three terms (three total units), a two-unit practicum experience is required for two terms (four total units), and includes mandatory meetings each term.
* Early Childhood Education – a one-unit practicum experience is required for three terms (three total units), and includes mandatory meetings each term.

**Course Student Learning Outcomes**

The learning goals for this course are guided by the set of professional preparation standards established by the Interstate Teacher Assessment and Support Consortium (InTASC). These 10 standards outline the knowledge, skills, and dispositions a beginning teacher should know and demonstrate.

**InTASC Standards.** The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. Each of the 10 InTASC Standards is divided into three categories: (a) performances, (b) essential knowledge, and (c) critical dispositions. TheArizona Department of Education has based their Professional Teaching Standards on the InTASC Standards. These standards are the basis of our national accreditation, state approved teacher education programs, and will be a part of your Arizona Educator Proficiency Assessments for certification.

***InTASC standard 1 learner development.*** The Teacher Candidate demonstrates knowledge of how learners grow and develop; and designs and implements developmentally appropriate and challenging learning experiences.

***InTASC standard 2 learning differences.*** The Teacher Candidate uses professional knowledge of individual differences and diversity to ensure inclusive, successful learning environments.

***InTASC standard 3 learning environments.*** The Teacher Candidate works with others to create environments that support individual and collaborative learning.

***InTASC standard 4 content knowledge.*** The Teacher Candidate demonstrates knowledge and application of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches to assure master of the content.

***InTASC standard 5 application of content.*** The Teacher Candidate makes connections among concepts and uses differing perspectives to engage learners.

***InTASC standard 6 assessment.*** The Teacher Candidate can articulate and use multiple methods of assessment.

***InTASC standard 7 planning for instruction.*** The Teacher Candidate plans instruction that supports every student in meeting rigorous learning goals.

***InTASC standard 8 instructional strategies.*** The Teacher Candidate plans and uses a variety of instructional strategies to encourage learners to develop deep comprehension and apply knowledge in meaningful ways.

***InTASC standard 9 professional learning and ethical practice.*** The Teacher Candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice.

***InTASC standard 10 leadership and collaboration.*** The Teacher Candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning.

**Specialized Professional Association Standards.** In addition to the 10 InTASC standards, a variety of Specialized Professional Association (SPA) standards are utilized to assure program quality. These SPA standards are listed below, and additional information can be found on the [Council for the Accreditation of Educator Preparation (CAEP)](http://www.ncate.org/standards/introduction) website for CAEP standards.

* K-6 Elementary Teacher Standards (CAEP)
* Council for Exceptional Children (CEC)
* National Association for the Education of Young Children (NAEYC)

Teacher Candidates achieve the knowledge, skills, and dispositions set forth by these standards through firsthand experiences gained from placements in school classroom settings. Practicum fieldwork provides extensive opportunities to observe and learn from practicing classroom teachers and to apply the theories of learning and methods acquired from university courses to the practice of teaching in an actual classroom setting.

**Assignments / Assessments of Course Student Learning Outcomes**

1. Complete a minimum of 45 hours of clinical fieldwork spanning the practicum experience term in a setting established by the Practicum Supervisor, or College of Education representative. 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. All clinical fieldwork hours must be documented on the Practicum Fieldwork Log (Practicum Fieldwork Handbook Appendix, Form B) and signed by the Mentor Teacher.
2. Create and maintain a Practicum Fieldwork Notebook with **at least the minimum requirements** as detailed in the Practicum Fieldwork Handbook. Your Practicum Supervisor may specify additional requirements.
3. Obtain an overall satisfactory evaluation from the Practicum Supervisor, in conjunction with feedback from the Mentor Teacher and from formal observations. Teacher Candidates must attain an Emerging or above rating on 80% of the indicators. For indicators with Unsatisfactory ratings, a written Improvement Plan should be developed and submitted through the Alert procedures (see page 18 of the Practicum Fieldwork Handbook). The Improvement Plan must be included in the Practicum Fieldwork Notebook.
4. Complete all additional assignments and expectations satisfactorily, as described below.
	* Practicum Supervisor assignment #1
	* Practicum Supervisor assignment #2
	* Practicum Supervisor assignment #3

**Grading System**

Practicum is a Pass/Fail course. To pass the course a Teacher Candidate must satisfy all assignments and assessments of course student learning outcomes described below. Not meeting one or more of these stated outcomes will result in a failing grade.

**Readings and Materials:** List books, readings, or recordings, access to software requirements, and other such materials required for the course.

**Class Outline**

This course syllabus includes the Practicum Fieldwork Handbook, which is located at the end of this syllabus. The Practicum Fieldwork Handbook provides additional information about the structure of this course, course expectations, course policies, evaluations, and documentation to be completed by the Teacher Candidate.

During the practicum experience, Teacher Candidates will have input from the instructors of their current methods courses, as well as their Practicum Supervisor; in some cases, this may be the same person. The Practicum Supervisor will develop specific assigned reading(s) and journal topics during the term posted in BbLearn. There may also be periodic practicum seminars required by Practicum Supervisors. Methods courses instructors will develop assignments and classroom extensions that will enable Teacher Candidates to apply conceptual ideas within each course to the practical world of teaching.

**Observations**

The Practicum Supervisor will complete at least **two** **formal observations** of the Teacher Candidate (working with small groups, supervising students, teaching, one on one, whole group instruction, etc.) in the assigned practicum classroom over the course of the term. Alternative types of observations during the fall term may be developed based on the placement situation. The Practicum Supervisor will be looking for specific professional attributes during each observation. Your Practicum Supervisor may drop in (unannounced) to observe you during your scheduled hours in the practicum setting, or may schedule additional formal observations. Once an observation is scheduled, the observation cannot be changed unless the Teacher Candidate provides a university-approved excuse. If a Teacher Candidate is not present for his/her scheduled observation time, the Teacher Candidate may receive a failing grade for this course.

**Practicum Placement**

Teacher Candidates will be placed in practicum locations by NAU faculty and staff. School districts have entered into partnership agreements with NAU and placements are made at the discretion of the district liaisons, school principals, and NAU instructors. Practicum placements are final. Students may not contact teachers, schools, principals, or districts to procure practicum placements on their own.

**Class Policies:** Identifies and describes all class-specific policies, including expected classroom behavior, attendance (including excused absences related to religious observances/practices or university sanctioned events/activities), the makeup of missed assessments, etc. The instructor may also wish to include in their syllabus the following optional statement: “The information contained in this syllabus, other than this course’s grade and attendance policies, may be subject to change with reasonable advance notice.”

**COVID-19 Requirements and Information:**

The following statements in red are specific to NAU’s response to the COVID-19 situation. **The requirements outlined below are mandatory until further notice.** They are based upon current public health conditions and guidance and may change as circumstances warrant or new information becomes available. Additional information about the University’s response to COVID-19 is available from the **Jacks are Back!** webpage located at [https://nau.edu/jacks-are-back/lumberjack-responsibilities](https://nau.edu/jacks-are-back/lumberjack-responsibilities/).

**FACE COVERING AND PHYSICAL DISTANCING REQUIREMENTS**

Appropriate face masks or other suitable face coverings must be worn by all individuals when present in classrooms, laboratories, studios, and other dedicated educational spaces. To maximize the benefits of physical distancing as an important strategy to help reduce community transmission of the SARS-CoV-2 virus, instructors may implement mandatory student seating arrangements or specific seat assignments. Instructors may remove students who do not cooperate with these requirements from the instructional space in the absence of an approved accommodation arranged through Disability Resources. Failing to comply with these requirements may constitute a violation of the university’s *Disruptive Behavior in an Instructional Setting* policy available at <https://nau.edu/university-policy-library/disruptive-behavior>.

**USE NAUFLEX TO HELP MAINTAIN PHYSICAL DISTANCING**

NAUFlex (available at <https://nau.edu/nauflex/student>) is designed to help all students actively participate in their coursework during the required day and time of a course when they are not physically present in the classroom. This course design model allows students to be fully engaged with faculty and peers and receive the high-quality educational experience for which NAU is known.

**CLASS SESSION RECORDINGS FOR STUDENTS AND FACULTY USE ONLY**

Certain class sessions may be audio or video recorded to help reinforce live instruction during the COVID-19 pandemic. These recordings are for the sole use of the instructor and students enrolled in the course. Recordings will be stored in approved, accessible repositories. By enrolling, students agree to have their image and classroom statements recorded for this purpose, to respect the privacy of their fellow students, and university-owned intellectual property (including, but not limited to, all course materials) by not sharing recordings from their courses. Questions regarding restrictions on the use of classroom audio or video recordings may be addressed to the appropriate academic unit administrator.

**University Policies**

Additionally, please comply with all university policies:

**ACADEMIC INTEGRITY**

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people’s ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU’s online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

**COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

**DISRUPTIVE BEHAVIOR**

Membership in NAU’s academic community entails a special obligation to maintain class environments that are conductive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of “W”. For additional information, see NAU’s disruptive behavior policy: [<https://nau.edu/university-policy-library/disruptive-behavior>](https://nau.edu/university-policy-library/disruptive-behavior).

**NONDISCRIMINATION AND ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or via the EAO website at <https://nau.edu/equity-and-access>.

**TITLE IX**

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or
sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <http://nau.edu/equity-and-access/title-ix>.

**ACCESSIBILITY**

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

**RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

**MISCONDUCT IN RESEARCH**

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about Misconduct in Research is available at [https://nau.edu/university-policy-library/misconduct-in-research](https://nau.edu/university-policy-library/misconduct-in-research/).

**SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

*Last revised July 2020*



Practicum Fieldwork

Handbook

**Fall 2020**

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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 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 Practicum Coordinator

**Summary of Handbook and Practicum Expectations: Teacher Candidate**

* 45 hours in the classroom equals 1 credit hour of practicum.
* Attend an **Initial Meeting** with the NAU Practicum Supervisor and Mentor Teacher during the first two weeks.
	+ 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 hours during the fall term (attending a seminar, viewing teaching videos, etc.), please log these hours as instructed by your Practicum Supervisor.
* Practicum FieldworkNotebook – This is a notebook that documents the practicum experiences across all 3 to 5 terms. Page 10 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. 11)
	+ 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.
	+ NAU-NIET TAP Rubric Progressions – 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 – “that classroom is counting on you.”
* Summative Evaluation
	+ The Summative Evaluation is completed by both the Practicum Supervisor and the Mentor Teacher. An example is included in the Practicum Fieldwork Handbook Appendix, Form F. 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 equals 1 credit hour of practicum.
* Attend an **Initial Meeting** at your school with NAU Practicum Supervisor and Teacher Candidate during the first two weeks.
	+ 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).
* 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 have these completed 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 the 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 is a notebook that documents the practicum experiences across all 3 to 5 terms. Page 10 in the Practicum Fieldwork Handbook includes a list of items that must be 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. 11)
	+ 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.
	+ NAU-NIET TAP Rubric Progressions – 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 show you their copy in their notebook.
	+ 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/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 – “that classroom is counting on you.”
	+ Please call the NAU Practicum Supervisor or Lead Anchor faculty with any concerns.
* Summative Evaluation
	+ The Summative Evaluation is completed by both the Practicum Supervisor and the Mentor Teacher. An example is included in the Practicum Fieldwork Handbook Appendix, Form F. This evaluation will be sent near the end of the term through the Qualtrics Survey System.

You are such an important member of this learning team. Thank you for providing opportunities for our NAU Teacher Candidates to learn about students, classrooms, schools, and teaching. Your feedback and insights are so important to their growth.

**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.

**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: Teacher Candidates 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.

**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 sheet (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 major dividers for each Practicum, I, II, and III; with additional major dividers for any additional field experience that you may be required to complete depending upon your degree program. Each major divider should include the following:

* Practicum Handbook: Include a copy to reference during meetings and observations.
* NAU-NIET TAP Rubric Progressions: 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: Forms and written feedback
* Learner and Classroom Background Information: 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.
* 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.

**Practicum Observations**

 To familiarize the Mentor Teacher and the Teacher Candidate with the practicum expectations, the Practicum Supervisor will hold an initial meeting 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).

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 NAU-NIET TAP Rubric Progressions.
* Pedagogical Skills - observed using the NAU-NIET TAP Rubric Progressions.
* 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 see Appendix, Form E for the progressions appropriate for different programs of study.

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

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.

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 behave in a manner consistent with the values and expectations outlined in this document. Repeated misconduct concerning the values and/or expected professional behaviors may result in serious consequences, including filing of an Alert, implementation of an Improvement Plan, academic program suspension or dismissal, or other discipline as appropriate to the violation.

**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 NAU-NIET TAP Rubric******Progressions***

The NAU-NIET TAP Rubric is a proprietary tool used for evaluating student teachers using both quantitative and qualitative feedback. It is based on the National Institute for Excellence in Teaching’s (NIET) comprehensive evaluation instrument that was developed to “measure teaching skills, knowledge, and responsibilities" (NIET, n.d.). The version of the instrument used by NAU to evaluate Student Teacher Candidates has been modified to only include developmentally appropriate performance indicators pertinent to Teacher Candidates in training. The NAU-NIET TAP Rubric Progressions is a developmentally sequenced progression of teaching skills that Teacher Candidates are expected to demonstrate throughout the three terms of practica and is intended to provide Teacher Candidates with individualized feedback regarding professional knowledge and skills related to the InTASC Model Core Teaching Standards.

The table below shows the alignment of the four domains (Instruction, The Learning Environment, Designing and Planning Instruction, and Responsibilities) of the NAU-NIET TAP Rubric Standards with the InTASC Standards.

|  |
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| Teaching Skills, Knowledge, and Responsibilities Performance Standards OverviewAligned with the InTASC Standards |
|  | Instruction(InTASC Standards 1, 2, 4, 5, 6, 7, 8) | The Learning Environment(InTASC Standards 1, 2, 3) |
| Criteria Observed During Classroom Observations | Standards and ObjectivesPresenting Instructional ContentLesson Structure and PacingActivities and MaterialsQuestioningAcademic FeedbackTeacher Candidate Content KnowledgeTeacher Candidate Knowledge of StudentsThinkingProblem Solving | Managing Student BehaviorRespectful Culture |
|  | Designing & Planning Instruction(InTASC Standards 6, 7, 8) | Responsibilities(InTASC Standards 9, 10) |
| Criteria Observed Outside of Classroom Observations | Instructional PlansAssessment | Growing and Developing ProfessionallyReflecting on Teaching |

Practicum Supervisors will work with Teacher Candidates throughout the course of each term to identify specific NAU-NIET TAP Rubric Progression 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. **NAU-NIET TAP Rubric Progressions for Practicum I, II, and III indicators are thus accumulative across all three practicum terms.** Your Practicum Supervisor will provide and review the rubric progressions 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.

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| **Table 1: Practicum Performance Rating Scale for the NAU Dispositions Tool and NAU-NIET TAP Rubric Progression Indicators** |
| **Performance Level Label** | **Performance Level** | **Performance Level Descriptors** |
| **P** | Proficient | Mostly  |
| **E** | Emerging | Sometimes |
| **U** | Unsatisfactory | Rarely |
| **NO** | Not Observed | Did not observe |

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 must 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 to Practicum Supervisor and Mentor Teacher emails 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.

|  |
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| **Teacher Candidate** |
| **Role** | NAU student enrolled in a 308 practicum fieldwork experience. |
| **Qualifications** | Confirmed practicum placement |
| **Responsibilities** | * Complete all Preparation Responsibilities prior to working at the site.
* Identify assignments and expectations with your Mentor Teacher, and have ongoing discussions regarding the best way to maximize your experience.
* Become familiar with the community and cultures served by the field school.
* Become familiar with the field school’s available technology and policies.
* Adhere to school and district requirements for the practicum experience.
* Work cooperatively, actively, and effectively with the Mentor Teacher to provide for the needs of the students.
* Expect to complete a variety of activities and assume a variety of responsibilities throughout the practicum experience.
* Demonstrate proficiency in the knowledge, skills, and dispositions as articulated in the Practicum Handbook, the NAU Dispositions Tool, and the NAU-NIET TAP Rubric Progressions over the span of the practicum experiences prior to student teaching.
* Use professional dress while attending practicum and wear your NAU name badge.
* Follow all policies and guidelines in the NAU Student Code of Conduct.
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| --- |
| **Mentor Teacher** |
| **Role** | The classroom teacher hosting the Teacher Candidate during practicum. |
| **Qualifications** | Must be an Arizona certified teacher.  |
| **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, or 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 evaluation of the Teacher Candidate sent by the Practicum Coordinator near the end of the term.
 |
| **Special Education Mentor Teacher** |
| **Role** | The special education classroom teacher hosting the Teacher Candidate during practicum. |
| **Qualifications** | Must be an Arizona certified and SPED certified teacher who teaches learners with identified special needs. |
| **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.
 |
| **Practicum Supervisor**  |
| **Role** | The instructor of the 308 practicum. In some instances, this person is also the Anchor Faculty or Partnership Lead. |
| **Qualifications** | Full-time or part-time faculty member approved by department chair or designee. |
| **Responsibilities** | * 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.
* 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.
* Utilize the NAU Dispositions Tool to assess demonstrated dispositions by Teacher Candidates.
* Utilize the NAU-NIET TAP Rubric Progressions 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.
* Encourage the Mentor Teacher to complete the summative evaluation of the Teacher Candidate sent by the Practicum Coordinator near 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.
 |
| **Anchor Faculty/Partnership Lead** |
| **Role** | NAU mountain and statewide faculty involved in practicum. |
| **Qualifications** | Full-time or part-time faculty member approved by department chair or designee. |
| **Responsibilities** | * Contact the Practicum Supervisors to ensure meetings are scheduled and provided to Teacher Candidates at the beginning of the term to review the handbook and syllabus.
* Work with the Practicum Coordinator on the mountain campus, and hub districts for statewide practicum placements.
* Ensure diversity of placements across the terms of practicum for each Teacher Candidate.
* Send an introductory email to Mentor Teachers explaining specific practicum goals, requirements, and expectations. Provide the Mentor Teacher handbook.
* Discuss monthly with the Practicum Supervisors regarding the Teacher Candidates’:
	+ - knowledge, skills, and dispositions, as well as concerns,
		- the opportunities provided to them in the classroom, and
		- the progress of their practicum log and fieldwork notebook.
* Train and coach the Practicum Supervisors on the NAU Dispositions Tool and the NAU-NIET TAP Rubric Progressions.
* Facilitate the documentation and intervention for Teacher Candidates who do not adequately display the NAU professional dispositions and skills using the Alert and Improvement Plan process found in the practicum handbook. Alerts are reported to the department chair and the associate dean in order to address concerns with appropriate resources, referrals, and interventions.
* Facilitate the documentation of “I” and “IP” grades, maintain records of incomplete contracts, facilitate student completion, and submit change of grade forms filed in a timely manner.
 |

**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](https://nau.edu/student-life/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](https://www5.nau.edu/policies/Client/IndexPaged?whoIsLooking=1&pertainsTo=3&sortDirection=Descending&page=1) webpage and the links below:

[Academic Integrity Appeal](https://www5.nau.edu/policies/Client/Details/307?whoIsLooking=Students&pertainsTo=Undergraduate%20students&sortDirection=Ascending&page=1)

[Grade Appeals](https://www5.nau.edu/policies/Client/Details/437?whoIsLooking=Students&pertainsTo=Undergraduate%20students&sortDirection=Ascending&page=1)

**Process for Addressing Teacher Candidate Disposition Concerns**

The following process will occur if the Practicum Supervisor has a concern(s) regarding a Teacher Candidate’s behavior or competency level on the Professional Dispositions detailed on pages 8-10. Dispositions are, “the habits of professional action and moral commitments that underlie an educator’s performance.” (InTASC Model Core Teaching Standards, p. 6.)

**Step One:** Initial concern(s) is noted by faculty or school personnel.

**Process:**

1. Informal dialogue with Teacher Candidate to express concern(s).

2. Practicum Supervisor documents the meeting for his/her records using the Teacher Candidate Professional Disposition Assessment for Coursework and Practicum form (Appendix, Form G).

**Step Two:** If concern(s) persists:

 **Process:**

1. Formal meeting with the Teacher Candidate, Practicum Supervisor, faculty or school personnel to discuss continued concern.

2. Complete the Teacher Candidate Professional Disposition Assessment for Coursework and Practicum form (Appendix, Form H) 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 Practicum Supervisor, formulates a detailed Improvement Plan for refinement, including a timeline for completion and a follow-up date to review progress. All parties must sign the plan.

3. The plan and all other related documents must be attached to this form and turned into the Chair of Teaching & Learning and/or the Chair of Educational Specialties to be housed in a designated file.

**Step Three:** If the plan is deemed successful by the Teacher Candidate, Practicum Supervisor, faculty and/or school personnel, documentation is noted and nothing further needs to take place. If the plan is not deemed successful:

 **Process:**

The Practicum Supervisor, faculty and/or school personnel will complete a final Professional Teacher Candidate Disposition Assessment for Coursework or Practicum (Appendix, Form I) and forward the assessment to the Associate Dean.

**Step Four:** If two concern(s) are submitted to the database or two concerns are submitted by the Practicum Supervisor to the Chair of Teaching & Learning and/or the Chair of Educational Specialties, the Associate Dean is notified and initiates the process below.

 **Process:**

1. The Professional Teacher Candidate Improvement Plan letter will be sent to the Teacher Candidate.

2. The Associate Dean will determine a mutual date and time to meet with the Teacher Candidate to review the Teacher Candidate’s plan and designate a timeline. Complete the Teacher Candidate Professional Disposition Assessment for Coursework and Practicum (Appendix, Form J) to document the meeting.

3. 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.

4. If the plan is not deemed successful, the Teacher Candidate may no longer continue in the program.

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

**Glossary of Terms**

**The Achievement Center for Educators**: The College of Education Achievement Center for Educators (ACE) supports educator development by providing opportunities beginning with admission all the way through graduation. With ACE, students will learn through benchmark courses, prepare through essentials, and engage through touchstone events.

**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.

**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 TAP**: An educator led, comprehensive school reform solution focused on attracting, developing, motivating, and retaining high-quality educators. NIET’s research-based rubric clearly defines effective teaching practices that correlate with student achievement.

**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**: Staff member that 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 308 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.

**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 308 practicum fieldwork experience and sometimes referred to as a “**practicum student**”.

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Appendices

**Form A: Practicum Fieldwork Contract and Statement of Understanding**

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| Teacher Candidate Name | Mentor Teacher Name |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher Candidate Email | Mentor Teacher Email |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher Candidate Phone | Mentor Teacher Phone |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Practicum Supervisor Name | District/School/Grade |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Practicum Supervisor Email | NAU Course Term/Year |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Practicum Supervisor Phone | Practicum Hours Required |

**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.**

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ |
| Teacher Candidate Signature Date | Mentor Teacher Signature Date  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ |  |
| Practicum Supervisor Signature Date |  |

**Form B: Practicum Fieldwork Log**

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher Candidate Name | Mentor Teacher Name |
| \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| NAU Course Term Hours Required | Date Practicum to be Completed |

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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date(s)** | **Time in Classroom** | **Brief Description of Activity** | **Mentor Teacher Signature** |
| **1** |  |  |  |  |
|  |  |  |  |  |
| **2** |  |  |  |  |
|  |  |  |  |  |
| **3** |  |  |  |  |
|  |  |  |  |  |
| **4** |  |  |  |  |
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| **5** |  |  |  |  |
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| **6** |  |  |  |  |
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| **7** |  |  |  |  |
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| **8** |  |  |  |  |
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| **9** |  |  |  |  |
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| **10** |  |  |  |  |
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| **11** |  |  |  |  |
|  |  |  |  |  |
| **12** |  |  |  |  |
|  |  |  |  |  |
| **13** |  |  |  |  |
|  |  |  |  |  |
| **14** |  |  |  |  |
|  |  |  |  |  |
| **15** |  |  |  |  |
|  |  |  |  |  |
| **16** |  |  |  |  |
|  |  |  |  |  |
| **Total Time** |  |  |  |  |

**Form C: Learner and Classroom Background Information**

Name: Date:

\*Do not use learners’ (students’) names while completing this or other assignments.

|  |
| --- |
| **Learner Characteristics** |
| 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). InTASC 1h; 1k |  |
| How might needs in your classroom, related to learner development, affect student learning? | * Describe the learners’ strengths and needs present in your classroom.
 |
| * What social/emotional and behavioral issues should be considered for your learners?
 |
| * How does culture and diversity affect learners in your classroom?
 |
| * What special learner characteristics are present among your students (Special Education IEP’s, 504’s, ESL students, gifted program students, etc.)?
 |
| * Other
 |
| What characteristics beyond the classroom may impact student learning (e.g., family social situations and issues, available family support for learning, family/cultural background)? | * Describe parental support and involvement in the classroom.
 |
| * What family situations could affect learning?
 |
| * Other
 |
| **Technology** |
| What resources and technology are available to you in your classroom? |
| Describe learners’ access to technology at home. |

|  |
| --- |
| How would you take initiative to identify, locate, and integrate technology in a future instructional setting if not available at this time? |
| How are technology tools used to measure student learning in your classroom? Give examples to support your claims. |
| How is technology used to support student learning in your classroom? Give examples to support your claim. |
| **Classroom Management** |
| What is the classroom management plan in your classroom? If possible, attach a copy of the behavior management plan. |
| How will your personal classroom rules for learning and behavior be different?  |
| How will your personal classroom rules for learning and behavior be the same? |

**Form D: NAU Dispositions Tool**

Teacher Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Practicum/Term #:\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_ Self-Assessment:Y[ ]  N[ ]

Rating Scale: Proficient (P), Emerging (E), Unsatisfactory (U), Not Observed (NO)

|  |
| --- |
| NAU Dispositions |
|  | Standard | Rating | Evidence |
| Professionalism | * Is prepared for classes and teaching responsibilities.
 |  |  |
| * Is punctual for classes and teaching responsibilities.
 |  |
| * Adheres to the highest ethical standards.
 |  |
| * Assumes appropriate responsibility and authority. Takes responsibility for safety and welfare of students.
 |  |
| * Demonstrates academic integrity.
 |  |
| * Demonstrates compliance with guidelines, laws and policies. i.e. Maintains confidentiality regarding student records and information.
 |  |
| * Maintains professional dress and hygiene in teaching situations.
 |  |
| Instructional Practice | * Demonstrates patience during the learning process.
 |  |  |
| * Demonstrates competence in content knowledge and across the domains: reading, writing, listening, and speaking.
 |  |
| * Respects individual differences.
 |  |
| * Demonstrates high expectations for others.
 |  |
| * Demonstrates compassion for those having difficulty. i.e. Displays empathy and ethics of caring. i.e. Displays empathy and ethics of caring.
 |  |
| Critical Thinking | * Maintains a strong sense of intellectual curiosity. Actively seeks new information.
 |  |  |
| * Demonstrates critical thinking in written and verbal form.
 |  |
| Reflective Practice | * Invites and responds positively to constructive criticism and professional feedback.
 |  |  |
| * Seeks assistance to improve skills. i.e. Demonstrates willingness to learn from others.
 |  |
| * Demonstrates reflective practice in written or verbal form.
 |  |

|  |
| --- |
| NAU Dispositions |
|  | Standard | Rating | Evidence |
| Communication | * Appropriately communicates with students using Standard English.
 |  |  |
| * Appropriately communicates with the Mentor Teacher and other colleagues in a professional, courteous, and respectful manner using Standard English.
 |  |
| * Keeps supervisors informed of issues and problems.
 |  |  |
| Personal Attributes | * Acts purposefully with commitment and enthusiasm.
 |  |  |
| * Exhibits emotional well-being to meet the demands of the teaching professional.
 |  |
| Cultural Competence | * Demonstrates respect for diverse ideas and the values of diverse people.
 |  |  |
| * Demonstrates respect for the beliefs of others.
 |  |
| * Listens to and values other’s perspectives.
 |  |
| * Is open to new ideas and cultures.
 |  |
| Collabora-tion | * Demonstrates effective collaboration skills. Responds respectfully during collaboration. Contributes to team tasks.
 |  |  |

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: 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.

**BSED in Elementary Education and BSED in SPED and Elementary Education**

**Practicum 1 (ECI 308 K-8 Gen Ed)**

* 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 – Assisting 1-5 students or small group lesson
	+ Developed by Mentor Teacher
* Formal Observation 2 completed by Week 13 – Small group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 2 (ECI 308 K-8 Gen Ed)**

* 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– Assisting 1-5 students or small group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Small group or whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 3 (ECI 308 K-8 Gen Ed)**

* 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 – Small group or whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 4 (ESE 308 Mild to Moderate K-8)**

* 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 – Whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* **Special/Elementary Education:** Signature Assignment -ESE 450

**Practicum 5 (ESE 308 Mild to Moderate Secondary)**

* Initial Meeting with Teacher Candidate, Mentor Teacher, and Practicum Supervisor
	+ Should occur during the first two weeks
	+ Review of practicum expectations and observation tools
* **Special/Elementary Education:** Begin collecting data for the Post-Secondary Transition Assignment
* Formal Observation 1 completed by Week 7 – Whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* **Special/Elementary Education:** Submit a DRAFT of the Post-Secondary Transition Assignment
* Formal Observation 2 completed by Week 13 – Whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**BSED Early Childhood and Early Childhood SPED**

**Practicum 1 (ESE 308 K-3 SPED)**

* 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 – Assisting 1-5 students or small group lesson
	+ Developed by Mentor Teacher
* Formal Observation 2 completed by Week 13 – Small group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 2 (ECI 308 K-3 Gen Ed)**

* 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 – Assisting 1-5 students or small group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Small group or whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 3 (ECI 408 B-4 Gen Ed)**

* 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 – Small group or whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Whole group lesson (or small group with infants and toddlers)
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 4 (ECI 408 B-4 Inclusive)**

* 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 – Whole group lesson (or small group with infants and toddlers)
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Whole group lesson (or small group with infants and toddlers)
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**BSED Elementary Education w/Certificate Leading to Early Childhood Endorsement**

**Practicum 1 (ECI 308 K-8 Gen Ed)**

* 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 – Assisting 1-5 students or small group lesson
	+ Developed by Mentor Teacher
* Formal Observation 2 completed by Week 13 – Small group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 2 (ECI 308 K-3 Gen Ed)**

* 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 – Assisting 1-5 students or small group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Small group or whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 3 (ECI 408 B-4 Gen Ed)**

* 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 – Small group or whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Whole group lesson (or small group with infants and toddlers)
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 4 (ECI 308 K-3 Gen Ed)**

* 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 – Whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Whole group lesson
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Practicum 5 (ECI 408 B-4 Gen Ed)**

* 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 – Whole group lesson (or small group with infants and toddlers)
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required
* Formal Observation 2 completed by Week 13 – Whole group lesson (or small group with infants and toddlers)
	+ Developed by the Teacher Candidate in collaboration with the Mentor Teacher
	+ Lesson plan required

**Form F:** **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 and Mentor Teachers 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)

 NO = Not Observed (did not observe)

1. PROFESSIONALISM

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Is prepared for classes and teaching responsibilities. |  |  |  |  |
| Is punctual for classes and teaching responsibilities. |  |  |  |  |
| Adheres to the highest ethical standards. |  |  |  |  |
| Assumes appropriate responsibility and authority. i.e. Takes responsibility for actions. Takes responsibility for safety and welfare of students. |  |  |  |  |
| Demonstrates academic integrity. |  |  |  |  |
| Demonstrates compliance with guidelines, laws, and policies. i.e. Maintains confidentiality regarding student records and information. |  |  |  |  |
| Maintains professional dress and hygiene in teaching situations. |  |  |  |  |

2. INSTRUCTIONAL PRACTICE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Demonstrates patience during the learning process. |  |  |  |  |
| Demonstrates competence in content knowledge and across the domains: reading, writing, listening, and speaking.  |  |  |  |  |
| Respects individual differences. |  |  |  |  |
| Demonstrates high expectations for others. |  |  |  |  |
| Demonstrates compassion for those having difficulty. i.e. Displays empathy and ethics of caring. |  |  |  |  |

3. CRITICAL THINKING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Maintains a strong sense of intellectual curiosity. i.e. Actively seeks new information. |  |  |  |  |
| Demonstrates critical thinking in written and verbal form. |  |  |  |  |

4. REFLECTIVE PRACTICE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Invites and responds respectfully and positively to constructive criticism and professional feedback. |  |  |  |  |
| Seeks assistance to improve skills. i.e. Demonstrates willingness to learn from others. |  |  |  |  |
| Demonstrates reflective practice in written or verbal form. |  |  |  |  |

5. COMMUNICATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Appropriately communicates with students using Standard English. |  |  |  |  |
| Appropriately communicates with the Mentor Teacher and other colleagues in a professional, courteous, and respectful manner using Standard English. |  |  |  |  |
| Keeps supervisors informed of issues and problems. |  |  |  |  |

6. PERSONAL ATTRIBUTES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Acts purposefully with commitment and enthusiasm. |  |  |  |  |
| Exhibits emotional and physical well-being to meet the demands of the teaching professional. |  |  |  |  |

7. CULTURAL COMPETENCE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Demonstrates respect for diverse ideas and the values of diverse people. |  |  |  |  |
| Demonstrates respect for the beliefs of others. |  |  |  |  |
| Listens to and values other's perspectives. |  |  |  |  |
| Is open to new ideas and cultures. |  |  |  |  |

8. COLLABORATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Demonstrates effective collaboration skills. i.e. Responds respectfully during collaboration. Contributes to team tasks. |  |  |  |  |

9. INSTRUCTIONAL SKILLS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Teacher Candidate… | P | E | U | NO |
| Displays effective classroom management. |  |  |  |  |
| Demonstrates an understanding of how children learn by designing and implementing effective learning opportunities and environments. |  |  |  |  |
| Uses strategies that are appropriate to student’s developmental levels. |  |  |  |  |
| Demonstrates an awareness and sensitivity to diversity and special needs within the classroom. |  |  |  |  |
| Uses formative and summative assessments to adjust teaching or individual students. i.e. Adjusts instruction based upon feedback from students. |  |  |  |  |
| 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 G: Teacher Candidate Professional Disposition Assessment for Coursework or Practicum**

**(Step 1 of Addressing Concerns)**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Step 1 Informal Dialogue Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Informal Dialogue Regarding Concern(s) Related to Disposition(s):

Summary of Informal Dialogue:

Description of Evidence Regarding Dispositional Concern:

Form Completed By:

Faculty and/or School Personnel

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form H: Teacher Candidate Professional Disposition Assessment for Coursework or Practicum**

**(Step 2 of Addressing Concerns)**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Step 2 Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 1 Informal Dialogue Date (Initial date when concerns were originally discussed):\_\_\_\_\_\_\_\_\_\_\_

Attach documentation from Step 1 to this page.

Meeting Regarding Persistent Concern(s) Related to Disposition(s):

Summary of Meeting:

Provide a short narrative of the evidence you can document at any level of practice that is not proficient. The Teacher Candidate formulates a detailed Improvement Plan for refinement to include a timeline. Plan must be signed by all parties. Plan and all other related documents must be attached to this form and turned into the Chair of Teaching & Learning and/or the Chair of Educational Specialties to be housed in a designated file.

Plan and Timeline:

Follow-up date/time to review candidate progress on Step 2 Improvement Plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signatures of Step 2 Meeting Participants:

Teacher Candidate

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty and/or School Personnel

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form I: Teacher Candidate Professional Disposition Assessment for Coursework or Practicum (Step 3 of Addressing Concerns)**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Step 3 Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 1 Informal Dialogue Date (Initial date when concerns were originally discussed):\_\_\_\_\_\_\_\_\_\_

Attach documentation from the Step 1 to this page.

Step 2 Meeting Date (First meeting date when concerns were formally discussed):\_\_\_\_\_\_\_\_\_\_\_

Attach documentation from the Step 2 meeting to this page.

Meeting Regarding Persistent Concern(s) Related to Disposition(s):

Summary of Meeting:

If plan is deemed successful by the Teacher Candidate and the faculty and/or school personnel, documentation is noted and nothing further needs to take place. If the plan is not deemed successful, the faculty and/or school personnel will complete a final Teacher Candidate Professional Disposition Assessment for Coursework or Practicum and forward the assessment to the Associate Dean.

Result:

Signatures of Step 3 Meeting Participants:

Teacher Candidate

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty and/or School Personnel

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form J: Teacher Candidate Professional Disposition Assessment for Coursework or Practicum (Step 4 of Addressing Concerns)**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Step 4 Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 1 Informal Dialogue Date (Initial date when concerns were originally discussed):\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach documentation from Step 1 to this page.

Step 2 Meeting Date (First meeting date when concerns were formally discussed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach documentation from the Step 2 meeting to this page.

Step 3 Meeting Date (Second meeting date when concerns were formally discussed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach documentation from the Step 3 meeting to this page.

Meeting Regarding Persistent Concern(s) Related to Disposition(s):

Summary of Meeting:

If two Concern(s) are submitted to the data system, the Associate Dean is notified.

1. The Professional Teacher Candidate Improvement Plan letter will be sent to the Teacher Candidate.

2. The Associate Dean will determine a mutual date and time to meet with the Teacher Candidate to review the Teacher Candidate’s plan and designate a timeline.

3. 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.

4. If the plan is not deemed successful, the Teacher Candidate may no longer continue in the program.

Outcome and Expectations:

Signatures of Step 4 Meeting Participants:

Teacher Candidate

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Associate Dean, Faculty and/or School Personnel

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_