Student Teaching/Clinical Practice Manual

Initial Teacher Licensure Programs

Bachelor of Arts in Dance for Secondary Education

Bachelor of Arts in English for Secondary Education

Bachelor of Arts in History for Secondary Education

Bachelor of Arts in Music Education-Choral: Piano

Bachelor of Arts in Music Education-Choral: Voice

Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings

Bachelor of Arts in Music Education-Instrumental: Piano

Bachelor of Arts in Theatre for Secondary Education

Bachelor of Science in Biology for Secondary Education

Bachelor of Science in Business for Secondary Education

Bachelor of Science in Chemistry for Secondary Education

Bachelor of Science in Early Childhood Education

Bachelor of Science in Early Childhood Education and Early Childhood Special Education

Bachelor of Science in Elementary Education

Bachelor of Science in Elementary Education and Special Education

Bachelor of Science in Elementary Education with an Emphasis in Christian Education

Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language

Bachelor of Science in Elementary Education with an Emphasis in STEM

Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading

Bachelor of Science in Mathematics for Secondary Education

Bachelor of Science in Physical Education

Master of Education in Early Childhood Education

Master of Education in Early Childhood Education and Early Childhood Special Education

Master of Education in Elementary Education

Master of Education in Elementary Education and Special Education

Master of Education in Secondary Education with an Emphasis in Humanities

Master of Education in Secondary Education with an Emphasis in STEM

Master of Education in Secondary Humanities Education

Master of Education in Secondary STEM Education

Master of Education in Special Education: Mild to Moderate

Master of Education in Special Education: Moderate to Severe

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STUDENT TEACHING CLINICAL PRACTICE MANUAL VERSION RECORD

The following is a record of the major changes made to the College of Education's Student Teaching Clinical Practice Manual. This is not a comprehensive itemization of all the changes made in this revision cycle, but rather an overview of the more significant updates incorporated into the current version of the handbook.

Version	Updated Date	Changes Made

2023			
V1.0	07/11/2023	Reorganized handbook to include Sections and Sub-Sections.	
V1.1	10/02/2023	Added student teaching courses (ECS-490, ECS-598) for updated program versions.	
V1.2	11/03/2023	Added link to self-paced Student Teaching Orientation module.	
2024			
V2.0	4/17/2024	Updated Professional Learning Network (PLN) section. Added to the Student Teaching Overview • Why Do I Need to Student Teach? • Can I Waive Student Teaching? • Can I Hold a Paid Position During Student Teaching?	
V2.1	7/15/2024	Updated Suggested Schedule in Appendix to align with course revisions.	
V2.2	09/03/24	• Added School Health & Safety Expectations section. • Added Programmatic & Certification Exam Requirements section.	

INTRODUCTION

Congratulations on your advancement to the final stage of your degree program: student teaching. We are dedicated to supporting you through this process and to promote a positive and productive student teaching experience.

This handbook contains an overview of the GCU College of Education (COE) and the student teaching experience. It further describes the role of the Teacher Candidate and the responsibilities he/she is expected to fulfill in the host Cooperating Teacher's classroom, as well as in the online student teaching coursework. It is important to review the supporting roles involved in the student teaching experience to understand your resources.

For further information regarding graduation requirements, degree programs offered, admission requirements and general academic regulations please refer to the [Grand Canyon University Policy Handbook](#).

Disclaimers

Grand Canyon University's College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract.

The Grand Canyon University Student Teaching Clinical Practice Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a Teacher Candidate must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While counselors and other Grand Canyon University personnel are available to guide the Teacher Candidate with respect to the requirements, it is the ultimate responsibility of the Teacher Candidate to follow them.

Teacher Candidates should view the [University Policy Handbook and Academic Catalog](#) for college and program specific information.

If seeking licensure or certification, candidates are responsible for contacting their state department of education for licensure requirements and program approval. In addition, fingerprint and background clearance is required.

College of Education Conceptual Framework

The College of Education ("the College" or "COE") at Grand Canyon University ("GCU") is part of a rich heritage of service to the community. For over 70 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning experiences and to flourish as practitioners in the field of education remains at the forefront of the College of Education's academic and clinical field work.
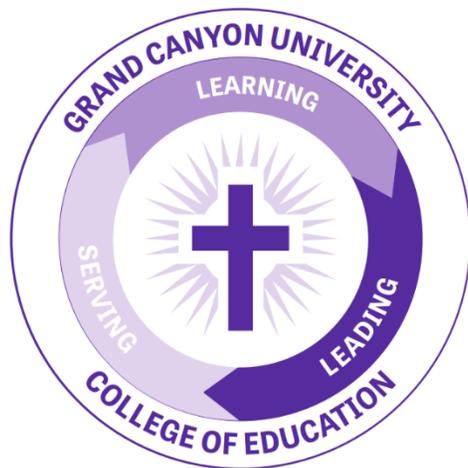
The Mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

Learning, Leading, and Serving are the foundational components of COE's Conceptual Framework. These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's Conceptual Framework directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing.

- **Learning**: We believe that all students can learn and that educators are tasked with engaging in best practices to maximize student learning. Effective educators are knowledgeable and skilled communicators who are dedicated and compassionate, guiding students to learn to the best of their ability.
- **Leading**: We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving:** We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

College of Education Pledge and Promise

As a Christian university, GCU and COE take a proactive approach to developing students' servant leadership skills in educational settings. While the college's accredited programs are designed to equip students for a career in education, our faculty, staff, and college leaders understand the unique challenges a career in education might occasionally present.

We promise to actively assist all COE graduates who need support in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, we ask graduates to pledge to uphold a high level of excellence in an educational setting.

We ask you to **pledge** the following as a graduate of the College of Education:

I pledge to:
- Be fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner.
- Learn, lead, and serve.

Your COE family is here to help you become the best educator you can. Support might include content-area teaching materials, certification testing resources, course curriculum assistance or faculty mentoring. Email COEPromise@gcu.edu to find the help you need.

Professional Learning Network (PLN)
The College of Education is continually working on ways to best support our candidates, alumni, PK-12 partners, and all educators alike. Through a collaborative effort, we have developed the Professional Learning Network (PLN).

The intention of this website is to provide a virtual space for members to learn, collaborate, and connect in a supportive environment. This site will support the GCU conceptual framework of Learning, Leading, and Serving.

The PLN can be accessed at [Home - Professional Learning Network (gcu.edu)](https://gcu.edu). Candidates may log in using their GCU email address and password. To get started, here are a few things you can do:
- Fill out your personal profile.
- Participate in relevant Discussion.
- Visit the Resources space to obtain helpful materials and links.
- Connect with relevant Group spaces.

STUDENT TEACHING OVERVIEW

What is Student Teaching?
Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting. During the 15/16-week experience, dependent on program of study, Teacher

Candidates will work closely with a Cooperating Teacher/Mentor and GCU Faculty Supervisor as they gradually progress to planning and delivering lessons, assessing student progress, and managing the overall classroom environment.

Why Do I Need to Student Teach?

Student teaching serves as a crucial phase Teacher Candidates' development, providing them with an immersive and practical opportunity to apply and refine their skills in authentic classroom settings. Student teaching allows Teacher Candidates opportunities to observe, collaborate, and learn from experience educators, fostering their growth into effective and confident teachers.

Additionally, as an accredited university, we must consider programmatic, state, and accreditation requirements. Our initial teacher licensure programs are AZ approved teacher preparation program that leads to initial teacher licensure. In order for GCU's College of Education to sign off on the Institutional Recommendation (IR), the Teacher Candidate must successfully meet all programmatic and state licensure requirements. GCU's College of Education cannot provide an Institutional Recommendation for Teacher Candidates that do not complete the student teaching experience during their program.

Can I Waive Student Teaching?

No. Student teaching is a mandatory component in all initial teacher licensure programs at GCU. In the case a Teacher Candidate is no longer interested in completing the student teaching portion of the program, there is the option to transfer to a non-initial teacher licensure program of study. However, programs without a student teaching component are not intended to lead to certification. By making this change, the Institutional Recommendation will not be completed by GCU. Teacher Candidates may reach out to their assigned Student Services Counselor (SSC) for questions regarding program changes and any additional coursework requirements.

Can I Hold a Paid Position During Student Teaching?

While student teaching experiences have traditionally been unpaid, GCU candidates **may** be eligible to utilize paid positions to gain student teaching time in paid positions provided they meet programmatic requirements and receive approval from the respective district/school site. It is important to note, that the College of Education neither initiates nor assures paid opportunities. Candidates are solely responsible for actively pursuing and securing employment in alignment with their academic pursuits. The onus lies with the candidate to adhere to program requirements and ensure compliance with any stipulations set forth by the district or school site.

Candidates who are currently in paid education positions (such as paraprofessional, teacher aid, teacher of record, substitute teacher, administrator, etc.) may be able to complete student teaching in their paid role if:

- The setting and student population aligns with the setting and student population required in the candidate's program of study/coursework.
- The candidate has an appropriately certified mentor available at the school site to support the candidate and sign off on appropriate forms/documentation.
- The candidate can fulfill all required activities as outlined in the coursework.

- GCU's student teaching experience requires 15-16 consecutive weeks (dependent on the Teacher Candidate's program of study) of full-day (Monday-Friday) placement. Candidates, including those in paraprofessional/teacher aide roles, must have the ability to meet GCU's full takeover requirement.

Candidates requesting to utilize a paid position to complete student teaching must speak with their assigned Field Experience Counselor or Teacher Placement Counselor. Candidates must submit documentation that requires district/site sign-off and review by the College of Education's Office of Clinical Practice.

If seeking licensure or certification, candidates in education programs are responsible for contacting their state department of education for licensure/certification requirements. Additional programmatic and state specific fingerprinting/background clearances, testing, and documentation may be required.

Student Teaching Eligibility Requirements
The following is a list of prerequisites that need to be met to be eligible for student teaching:
- Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying in Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card.
- Successfully complete all coursework, including all completed and documented practicum/field experience hours, within the program of study.
- Pass the state-specified basic skills and/or content area exam(s)testing requirements per policy as listed in the University Policy Handbook prior to applying for student teaching.
- Maintain a minimum GPA of a 2.8 (undergraduate) or 3.0 (graduate) as required for student teaching.
- Review program progression and academic/financial eligibility with your assigned Student Services Counselor and student teaching clearance with your Field Experience Counselor (FEC).

Important Note: Student teaching may only be repeated once during the Teacher Candidate's time at Grand Canyon University.

If a Teacher Candidate has an incomplete clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Candidates seeking to complete student teaching outside of a full program of study as a single course(s) must meet fingerprint clearance as outlined in the Candidate Fingerprint Clearance policy and educator certification exam requirements. In addition, candidates are responsible for reviewing and meeting all requirements for certification outlined by the state department of education.

Student Teaching Application

Teacher Candidates must submit a Student Teaching Application prior to moving forward with the student teaching experience. Candidates should submit the student teaching application electronically prior to the assigned deadline. **Teacher Candidates should <u>not</u> attempt to make initial contact with potential school districts. Initial contact will be made by the Teacher Placement Counselor (TPC).**

Student teaching application deadlines are as follows:

Traditional (Ground) Students
- **November 1st** is the deadline for the Fall student teaching experience
- **May 1st** is the deadline for the Spring student teaching experience

 Non-Traditional (Online) Students
- **February 1st** is the deadline for the Fall student teaching experience
- **August 1st** is the deadline for the Spring student teaching experience

Teacher Candidates should contact their assigned Field Experience Counselor with any questions pertaining to the application.

Student Teaching Self-Paced Orientation Module

In addition to the comprehensive details provided in this manual, candidates are encouraged to explore our self-paced Student Teaching Orientation Module. This interactive module serves as a valuable resource to supplement the information presented in this manual. It is important to note that the module is updated as needed for relevancy and accuracy.

Please be aware that the content in this module is subject to change based on evolving educational practices and policies. As such, candidates are strongly advised to review the module at the beginning of their student teaching experience. By doing so, they can access the most current and pertinent information for the given semester of student teaching.

POLICIES, PROCEDURES, & EXPECTATIONS

Fingerprint Clearance

Candidates are required to adhere to the Candidate Fingerprint Clearance policy located in the University Policy Handbook. Please note that any costs related to obtaining the required clearance(s) are the responsibility of the candidate. Fingerprint clearances obtained from agencies other than the Department of Justice, Department of Public Safety, or Department of Education are likely not valid (i.e., Department of Human Resources, Department of Health, Department of Early Learning). Refer to the University Policy Handbook and your assigned Field Experience Counselor (FEC) for additional information on fingerprint clearance requirements.

Candidates seeking an Arizona Institutional Recommendation for teaching or administrative credential must have an Arizona Fingerprint Clearance IVP Card (AZIVP), in addition to their own state's fingerprint or background clearance documentation as required.

Programmatic & Certification Exam Requirements

For candidates in licensure programs, meeting both programmatic and certification requirements is a critical step in your journey toward becoming a certified educator. Those enrolled in initial teacher licensure programs must pass the required basic skills, content knowledge, and professional knowledge exams to be recognized as a program completer. To stay on track, candidates are encouraged to familiarize themselves with their program's/state's specific testing requirements early on. For detailed information on the required exams and their alignment to programmatic and certification milestones, candidates should consult university policies and their assigned Field Experience Counselor, who will offer guidance and support.

Teacher Candidate Responsibilities

Drawing upon the academic program of study, Teacher Candidates are expected to synthesize previous course material, and apply theories and content knowledge during the student teaching experience. Student teaching requires a full take over for a minimum of 50% of the experience. (See *Full Take Over Requirements* section below).

Teacher Candidates are to abide by the following requirements:

- Adheres to all policies and procedures as listed in the [University Policy Handbook](#) as well as [GCU's Professional Dispositions](#), the [Model Code of Ethics](#) and [Essential Elements of Teachers & Essential Functions Motor/Physical Cognitive Strength for Teachers](#).
- Adheres to all policies and procedures at the placement school site. Including, but not limited to collecting the GCU Video Permission Request Form, recording in the classroom and video posting and privacy.
  - Within the student teaching experience, Teacher Candidates may be asked to video record themselves in the classroom to meet programmatic requirements. Teacher Candidates will first want to seek permission to record from the Cooperating Teacher/Mentor and/or school site administrator. In addition, the Teacher Candidate will need to obtain Video Recording Permission Request Forms. It is the responsibility of the Teacher Candidate to distribute the Video Recording Permission Request Form to the parents/guardians of each student in the student teaching classroom. Even if the placement site already has video permission forms on file, the Teacher Candidate must collect the Video Recording Permission Form for each student in the classroom. If there are any students who have not returned the completed form by the day of the lesson recording, it is mandatory that those students are not present/visible in the recording. Upon collection of the permission forms, the Teacher Candidate will scan and upload the pages into a data file on their computer where they are easily accessible for later reference or retrieval if needed. The Teacher Candidate does not need to turn these into the online course instructor or GCU Faculty Supervisor.
- Mirrors the contracted work hours of the Cooperating Teacher and remains in the assignment placement for the full duration of the student teaching session.
- Observes, assists, teaches, and gradually transitions to full takeover of the classroom for a **minimum** of 50% of the placement. (Refer to the *Full Take Over Requirement* section below and the Suggested Takeover Schedules in Appendix.)
- Engages in lesson planning, instruction, classroom management, and reflection guided by the Cooperating Teacher/Mentor.
  - Use the preferred lesson plan template of the school site if one is not provided use the GCU lesson plan template.

- Communicates with the GCU Faculty Supervisor upon receiving the supervisor's contact information to introduce themselves and relay the student teaching start date in the field.
- Schedules and teaches four lessons that your GCU Faculty will observe.
- Participates in collaborative conferences following each evaluation with the Cooperating Teacher/Mentor and the GCU Faculty Supervisor.
- Documents daily attendance on the Clinical Practice Time Log.
- Completes the attendance requirement and submit Clinical Practice Time Log(s) to the GCU Faculty Supervisor.
- Maintains the responsibilities of the student teaching online coursework, including submitting weekly assignments and participating in discussion forums.

Full Takeover Requirement

Student teaching is an important step in preparing to become an educator in one's own classroom. The more time a teacher candidate has to apply, reflect, and adjust helps to grow their practice. Per GCU policy, student teaching requires a full takeover for a minimum of 50% of the experience. For example:

- For 8-week placements: The teacher candidate is expected to fully takeover the classroom for 4 weeks.
- For 15/16-week placements: The teacher candidate should takeover full responsibilities of the classroom for 8 weeks.

In essence, under the guidance of the cooperating teacher on site, the teacher candidate is expected to take on the responsibilities that the cooperating teacher might have as a teacher of record. For example:

- All lesson planning, preparation, delivery, and assessment
- Schedule transitions and all daily classroom procedures
- Behavioral and general classroom management
- Any other tasks related to the job role as a classroom teacher of record.

During this time, teacher candidate will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom, promoting student learning and curiosity, and following all school site policies and procedures including but not limited to those pertaining to FERPA/student confidentiality and digital communication/media.

Please note: To meet the student teaching requirements, teacher candidates should discuss the full takeover expectation with their cooperating teacher(s) and develop a plan together for what it will look like during the experience.

Full Takeover Approaches
Full takeover is established using a phase-in/phase-out approach. The phase-in, full-takeover and phase out approach allows for a gradual induction and ultimately prepares the teacher candidates to lead independently in their future classrooms. (Suggested full takeover schedules can be found in

the Appendix of the Student Teaching Manual.) Traditionally speaking, teacher candidates fulfill the takeover requirement by assuming all duties of the cooperating teacher. Every placement in GCU's student teaching program is unique. Some situations may use the traditional model, while others may find a co-teaching model more appropriate.

Full takeover may look different in a classroom employing a co-teaching model. Teacher candidates are still expected to meet the student teaching requirements, with the teacher candidate taking the lead role in any chosen co-teaching model. Ultimately, teacher candidates need to be able to have substantial experience leading a classroom(s) upon completion of their program. Co-teaching can be very beneficial to the teacher candidate, the cooperating teacher, and more importantly, the students in the classroom.

Below are appropriate models for the student teaching experience:

- Traditional: In this model, the teacher candidate teaches the classroom students full time with minimal support from the cooperating teacher on lesson planning, instruction reflection and feedback, classroom management, and teaching strategies. The cooperating teacher is more "hands off" during instruction and assessment as the teacher candidate assumes all daily responsibilities of the classroom.

- Parallel Teaching: This model has the class divided based on student learning and/or behavioral needs with the teacher candidate and cooperating teacher providing identical instruction to their respective student groups. (Example: The cooperating teacher is teaching the content as an enrichment activity while the teacher candidate is teaching the same content at the remedial level.)

- Team Teaching: In this model, the cooperating teacher and candidate instruct the students at the same time (also known as "tag team teaching").

- Station Teaching: In this model, the class rotates through stations; the teacher candidate and cooperating teacher teach the same material in different ways to the groups. This form of co-teaching is usually employed for workshops or balanced literacy blocks.

It is important the teacher candidate and cooperating teacher(s) work together to develop a plan on how the candidate will meet the full takeover requirement. Effective collaboration between the teacher candidate and cooperating teacher in any of the above-mentioned models explicitly puts students first and provides an effective learning environment when carefully arranged and planned. These models also allow for a valuable student teaching experience to help prepare teacher candidates for the various needs of their future classrooms.

Student Teaching Time Requirement

Teacher Candidates must be prepared to complete a full-time 15/16-week (70-75 days: please refer to the Student Teaching Placement Chart in Appendix.) In addition, Teacher Candidates are required to remain in their assigned placement and mirror the contracted work hours of the Cooperating Teacher for the full duration of the student teaching session. It is the responsibility of the Teacher Candidate to review the placement site's calendar to determine a tentative end date of the student teaching experience (Take into consideration district/school holidays, illness, inclement weather days may add time to the placement.)

Teacher Candidates must document the required days in the student teaching placement on the *Clinical Practice Time Log* (8 week Clinical Practice Time Log, 15 week Clinical Practice Time Log). The Cooperating Teacher must initial the time log weekly for approval. The Cooperating Teacher and GCU Faculty Supervisor must provide a final signature to verify the attendance requirement has been met. Teacher Candidates are encouraged to keep a copy for professional records. The Teacher Candidate is responsible to provide the Clinical Practice Time Log(s) to the GCU Faculty Supervisor. The final evaluation will not be submitted by the GCU Faculty Supervisor until the attendance requirement has been met.

Classroom days include the following:
- **Student contact time**: Any instructional classroom time spent working directly with students at the confirmed student teaching placement site(s).
- **Teacher contract time**: Any function at the confirmed student teaching placement site(s) that the contracted teacher is required to attend. This includes prep time and professional development time.

District holidays, inclement weather days and sick days are **NOT** to be counted towards the required student teaching days.

When possible, the beginning of the student teaching experience is aligned with the Teacher Candidate's first day of the student teaching online course. The Teacher Candidate may opt to begin at the student teaching placement up to two weeks prior to the first day of the online course if it has been discussed with and approved by the Cooperating Teacher.

FERPA and Confidentiality Information
FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Please refer to the GCU's University Policy Handbook for additional information on FERPA. Please visit the FERPA website to learn more: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

 Candidates should follow FERPA guidelines while engaged in field experiences. During practicum and student teaching, candidates must understand that student information should remain confidential, and candidates should refrain from disclosing student information to any outside source. In addition, candidates must receive permission by the site administration, cooperating teacher/mentor, and students' guardians prior to recording or taking pictures within the school. Located on the Student Success Center is a Video Permission form in both English and Spanish. In addition, candidates should speak with school administration and the cooperating teacher/mentor regarding privacy policies and procedures for their school site. There may be additional permissions required depending on district/school policy and procedures.

To respect the district/school site and students' privacy policies, it is advised to delete video recordings taken in the classroom after successful completion of the student teaching experience, pending any additional reviews required by the University or College.

Digital Communication and Social Media
The Candidate's time spent in the field should be focused on the instruction and engagement with cooperating teacher/mentors and students. Candidates are expected to refrain from using cell phones, email and all social media while engaged with students throughout the school day. Cell

phones should be silenced and put away during classroom time. Candidates should discuss expectations with the cooperating teacher/mentor should emergency cell phone use be required.

As a professional, candidates are held to the standards of professional teachers. Candidates should be mindful of the information shared and tagged on social media. Candidates are expected to check with the district/school site regarding technology and social media policies and expectations. Candidates should not accept or request "friend" invitations on social media with students or their family members. Candidates are expected to refer to the school site administrator and/or cooperating teacher/mentor prior to sending communication to students, parents/guardians, or school site faculty/staff.

State Mandated Assessments

During the state mandated assessments, the Cooperating Teacher should be the one who administers the test to the students in the classroom. At no time should the Teacher Candidate oversee administering or proctoring these tests.

State Mandated Reporting

It is the candidate's responsibility to understand and adhere to mandated reporting state laws and district/school site policies and procedures regarding child abuse, non-accidental physical injury and/or neglect.

School Health & Safety Expectations

It is essential for Teacher Candidates to understand that an educator's primary responsibility is to maintain a safe learning environment for themselves and all students. To help prepare, here are some helpful reminders:

- Teacher Candidates are guest of the district/school site in which they are placed. Depending on the site, candidates may be required to complete additional district/school site requirements such as physical exams, TB tests, vaccinations, etc.
- Teacher Candidates are encouraged to be proactive in familiarizing themselves with the district/school site policies regarding safety protocols. This includes knowing emergency procedures for fire drills, lock downs, and evacuation plans.
- All educators are expected to be vigilant about their surroundings, report any unsafe conditions, and ensure the classroom setup follows safety guidelines, such as keeping exits clear and securing heavy objects.
- Teacher Candidates must report any incidents of workplace violence or unsafe conditions immediately to the Cooperating Teacher/Mentor or school site administrator. Prompt and accurate reporting helps the school address issues swiftly and prevents escalation.
- Unless otherwise specified and under contract, Teacher Candidates are not considered employees of the district/school and will not receive benefits or workers compensation from placement sites or GCU.

By adhering to district/school site policies, Teacher Candidates contribute to creating a secure environment where students can focus on learning.

Disability Services and Special Accommodations

Teacher Candidates that require special accommodations for their student teaching experience placement must register with the Disability Office at Grand Canyon University prior to their official placement. Teacher Candidates will be required to complete the steps to accommodations, which

include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the [University Policy Handbook](#) for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows: Phone: 602-639-6342; Email: disabilityoffice@gcu.edu

To establish certain accommodations at the placement facility, the University may need to disclose information regarding the Teacher Candidate's disability status. Notification of the approved accommodation will be provided to the placement district/school site and the Cooperating Teacher/Mentor to facilitate the accommodations appropriately.

Commitment to Diversity

The College of Education promotes respect for and values the importance of community, diversity, and the rich cultural tapestry of a global society. In the context of practicum/field experience, the College defines diversity as placements that contain variance in any of the following:

- Students whose primary language is other than English
- Grade or age level distribution of the school/class, district, or school demographic information (e.g., cultures, ethnicities, socioeconomic distribution represented
- District or school academic performance ranking (e.g., adequate yearly progress, school report card, school label/grade)
- Stability of the community
- Qualifications of the teacher
- Gender (e.g., gender of the teacher, gender distribution of the class)
- Students with exceptionalities (e.g., students who receive services for gifted education or as specified by an IEP, ADA Section 504)

Respect for the Diversity of Others

Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.

The diverse faculty and administrative staff of the College of Education work diligently to create a culture of mutual respect and fellowship within the broader educational community. Candidates will have an opportunity to apply their knowledge of diversity, including students with exceptionalities, during their practicum/field experiences and student teaching. They will have an opportunity to reflect on common practices when working with schools, communities, and students from diverse ethnic/racial, language, gender, and socioeconomic groups. Within the classroom and through varied practicum/field experiences, candidates are taught to be professional models, and are encouraged to recognize and meet the needs of all PK-12 students. Assessments will indicate that candidates are able to demonstrate and apply proficiencies related to diversity.

These proficiencies include:

- Embracing diversity in all individuals
- Using a diverse perspective to cast light on global awareness

- Encouraging diversity of thought and practice from others
- Celebrating the potential of diversity
- Knowing the backgrounds and cultures of students
- Promoting respect and understanding among all cultures
- Not tolerating or minimizing inappropriate behavior when observed
- Challenging students to report inappropriate behavior by providing a positive and supportive environment that allows students to feel safe in reporting inappropriate behavior.

Student Teaching Expectation Violations

The following violations clarify conduct unbecoming of candidates in the College of Education. Candidates are expected not to engage in such action while in districts, schools, and/or placement settings.

The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which candidates are subjected to disciplinary action up to and including expulsion from the University. If candidates are found eligible to continue with the program, student teaching can only be repeated once.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
  - Admission or eligibility to practicum/field experience, student teaching and/or internships
  - Information regarding the site placement school, the district and/or personnel
  - Information regarding students
  - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher/Mentor, GCU Faculty Supervisor, faculty, or staff.
  - Threatening to harm or endangering the safety of any individual in the practicum/field experience, student teaching, and/or internship setting
  - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience, student teaching, and/or internship setting.
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher/Mentor, GCU Faculty Supervisors, GCU course instructor, or staff.
- Failure to cooperate with an investigation.
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity.
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university.
- Failure to maintain a professional approach to personal relationships with the students or the school community members.

If candidates violate any of the above or any other university or placement site policy, they are subject to review by the College and/or the Office of Academic Compliance. If candidates are found eligible to continue with the program of study, candidates are expected to complete all required actions deemed necessary by the University or College. Please note, if candidates are enrolled in an initial teacher licensure program, student teaching may only be repeated once.

Campus Violence and Substance Abuse Prevention

The College of Education is committed to an educational environment that is free from violence, both on-campus, off-campus, and at any school placement setting. The Campus Violence and Substance Abuse Prevention policy prohibits and will take immediate action, up to and including expulsion, against the following:

- Threatening statements, behaviors, or acts of violence against students, faculty, and staff.
- Acting in a manner which can be interpreted as physical assault or abuse.
- Threatening to harm or endanger the safety of others.
- Behaving or acting in a manner which carries the potential for violence or acts of aggression, as interpreted by a reasonable person.

Please refer to the University Policy Handbook for more information on all policies. Failure to comply with the requirements as outlined in the Student Teaching Manual and/or University Policy Handbook may result in a Code of Conduct violation.

PLACEMENT REQUIREMENTS & CONSIDERATIONS

Potential Sites

Following consultation with your Field Experience Counselor regarding your interests, needs, goals, and student teaching expectations, site selection is the first and an important step towards beginning student teaching. You are responsible for assembling a list of potential sites to request for placement. Consider the schools where you have completed practicum/field experiences and the relationships you have developed with them. Be sure your potential placement is consistent with student teaching requirements, desires for skill development, and future certification or licensure criteria.

- **Student teaching must be completed in a classroom that aligns with your program of study. Please refer to the *Student Teaching Course Placement Chart* in the appendix.**
  Consider the following:
- Your personal interests, needs, goals, and expectations.
- Ethical standards, interactive learning, and experiential opportunities afforded you by the staff and function of the site(s).
- Professional and state licensure/certification requirements regarding student teaching experiences: Rule out sites that cannot enable you to satisfy licensure or certification requirements.
- Student teaching must be completed at a public-school setting or a licensed/accredited nonpublic school setting.
- Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

In addition, please refer to the student teaching policies as stated in the University Policy Handbook.

International Student Teaching

Per University policy, GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States.

Exception: Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Please refer to the *Department of Defense Dependent Schools (DoDDS)* section of this manual for more information.

Confirmed Student Teaching Placement(s)

Your student teaching placement preferences will be honored, if possible and/or feasible. However, the College of Education reserves the right to make assignments or adjustments deemed to be in your best interest and the interest of other involved parties.

During the placement process, you might be required to complete additional district requirements which will be completed at your expense. These may include but are not limited to:

- Interview with school district officials (which may include writing samples)
- Submission of academic resume and/or transcripts
- Physical exam
- TB test
- School Board approval
- Training(s)
- Additional background checks

Your Teacher Placement Counselor will notify you when the student teaching placement has been finalized.

After your placement is secured, your Teacher Placement Counselor will provide you with pertinent student teaching information. Information will be sent to you via your primary email address on file including the contact information for your assigned Cooperating Teacher/Mentor and GCU Faculty Supervisor. You are required to contact your Cooperating Teacher/Mentor prior to the start date of the student teaching experience. Discuss the following in your initial communication:

- Introduction of yourself, your program of study and your prior experience
- Start date at the student teaching placement site
- Request a copy of district/school policies (You are expected to review a copy of the school/district policy manual for teachers and abide by throughout your experience.)
- Please note the student teaching placement site may initiate termination at will. GCU does not employ districts and therefore does not have any jurisdiction of districts' discretion or termination of placement. Candidates must remember that they are guests in the classroom and to follow all school site expectations.

SUPPORT ROLES AND RESOURCES

Student Teaching Roles

The following individuals are in position to support Teacher Candidates during the student teaching experience. Each role contributes a vital aspect of development in the skills and attributes necessary of a Teacher Candidate.

- **Field Experience Counselor (FEC)**: The Field Experience Counselor supports Teacher Candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, practicum/field experiences, student teaching, and Institutional Recommendation (IR). The FEC works in tandem with the Student Services Counselor (SSC) to review required programmatic criteria necessary to participate in the student teaching experience is met by the Teacher Candidate prior to placement. This includes the prerequisite hours and coursework for student teaching. The FECs will work with the Teacher Candidates' SSC and other offices on campus to facilitate completion of the Teacher Candidate's program of study.

- **Teacher Placement Counselor (TPC)**: The Teacher Placement Counselor completes the placement for student teaching. The TPC communicates with districts and Teacher Candidates during the student teaching placement and student teaching course(s) regarding roles and expectations of student teaching.

- **Cooperating Teacher (CT)**: The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the CT is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.

- **Mentor**: For Teacher Candidates who are currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal and the College of Education, a Mentor will be assigned to support the Teacher Candidate.

- **GCU Faculty Supervisor**: The GCU Faculty Supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate and the Cooperating Teacher/Mentor.

- **Course Instructor**: The course instructor is the GCU faculty member assigned to teach the student teaching courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, which relate to the student teaching experience and to provide formative feedback on Teacher Candidate assignments.

- **Clinical Field Experience Specialist (CFES)**: The Clinical Field Experience Specialist is the university representative that supports the cooperating school personnel. The CFES acts as liaison between the student teaching placement and the university. The CFES is the primary support resource for Cooperating Teachers and GCU Faculty Supervisor

Cooperating Teacher Responsibilities

The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the CT is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.

Qualifications
- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building administrator/district to serve as a Cooperating Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities
As a role model, mentor, and coach:
- Guides the Teacher Candidate in all aspects of teaching including lesson planning, instruction, classroom management, and reflection.
- Provides on-site opportunities for the Teacher Candidate to observe, practice, and lead.
- Allows the Teacher Candidate to gradually transition to full takeover of the classroom for a minimum of 50% of the placement.
- Assumes responsibility for direct supervision, oversight, and support of the Teacher Candidate while on site.
- Confers regularly with the Teacher Candidate concerning his or her performance and progress.
- Develops and monitors any needed remediation plans, with the GCU Faculty.
- Supervisor, for strengthening a marginal Teacher Candidate's performance.
- Verifies the Teacher Candidate's attendance by initialing the Teacher Candidate's time log weekly and providing a final signature at the end of the placement.

As an evaluator:
- Participates in an initial conference in-person or by e-mail/phone with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of student teaching.
- Participates in a post-conference with the Teacher Candidate and the GCU Faculty Supervisor after each of the observations conducted by the GCU Faculty Supervisor.
- Provides feedback to both the Teacher Candidate and the GCU Faculty Supervisor during each post-conference.

Mentor Responsibilities

For Teacher Candidates who are currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal and the College of Education, a Mentor will be assigned to support the Teacher Candidate.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building administrator/district to serve as a Mentor Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities
As a role model, mentor, and coach:

- Provides support to the Teacher Candidate throughout the student teaching placement by conferring regularly concerning his or her performance.
- Develops and monitors any needed remediation plans, with the GCU Faculty Supervisor, for strengthening a marginal Teacher Candidate's performance.
- Verifies the Teacher Candidate's attendance by initialing the Teacher Candidate's time log weekly and providing a final signature at the end of the placement.

As an evaluator:

- Participates in an initial conference in-person or by e-mail/phone with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of student teaching.
- Observes the Teacher Candidate teaching in the classroom to provide feedback for each evaluation completed by the GCU Faculty Supervisor.
- Provides feedback to the Teacher Candidate and the GCU Faculty Supervisor during each post-conference.

GCU Faculty Supervisor Responsibilities

The GCU Faculty Supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate and the Cooperating Teacher/Mentor.

Qualifications

- Master/Doctoral degree in education
- A valid current teacher/administration certification/license
- Minimum of 3-5 years of classroom experience

Responsibilities

As a role model, mentor, and coach:

- Contacts the Teacher Candidate prior to the agreement start and introduce him/herself.
- Contacts the Clinical Field Experience Specialist if they notice any changes in the placement setting (Cooperating Teacher, grade level, school site, etc.) that they were not made aware of by Grand Canyon University.
- Communicates with the Teacher Candidate and the Cooperating Teacher within the first two weeks of student teaching.
- Acts as a resource person to the Teacher Candidate by providing additional sources of information and being available by phone or email.

As an evaluator:

- Observes the Teacher Candidate teaching a lesson for each Clinical Practice Evaluation.
- Participates in a post-conference with the Teacher Candidate and the Cooperating Teacher after each observation.
- Completes all contracted Clinical Practice Evaluations
    - 15-week placements: Complete Clinical Practice Evaluations #1, #2, #3, #4.
    - 8-week placements: Complete Clinical Practice Evaluations #1 and #2 or #3 and #4, depending on the session.

STUDENT TEACHING COURSE(S)

Online Student Teaching Coursework

(Teacher candidates must refer to the course syllabi for full assignment details and due dates.)

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). For Special Education student teaching courses, Teacher Candidates will also complete an IEP template in addition to the STEP template. To successfully complete the student teaching course, Teacher Candidates must successfully complete both the required time in the student teaching placement and all required coursework. If the Teacher Candidate does not complete the required student teaching days within the online course timeframe, the Teacher Candidates will need to notify the online instructor, GCU Faculty Supervisor and Teacher Placement Counselor. The Teacher Candidate should continue in the placement unless otherwise specified. Teacher Candidates will need to work with their course instructor regarding an Incomplete grade. If a Teacher Candidate goes past the incomplete timeframe the Teacher Candidate's grade will switch to an F and will need to complete a grade appeal with their Student Services Counselor and submit all required documentation. A grade appeal approval is not guaranteed.

The STEP is a 3-day (minimum) unit that demonstrates a Teacher Candidate's ability to plan, implement, and assess effective lesson planning using the following sections.

- Section 1: Contextual Factors: Knowing Your School and Community

- Section 2: Writing Standards-Based Measurable Objectives

- Section 3: Assessment and Data Literacy

- Section 4: Unit and Lesson Planning

- Section 5: Implementation of Instructional Unit

- Section 6: Analysis of Student Learning

Teacher candidates will design and implement a 3-day (minimum) STEP as part of their regular student teaching duties. In addition to the above sections, all Teacher Candidates are expected to meet all local and classroom goals within the STEP. In addition, Teacher Candidates are expected to meet all local and classroom goals within the STEP. Teacher Candidates should work with the Cooperating Teacher/Mentor to help decide on the unit to be used for the STEP.

Special Education Courses Only – Individualized Education Program (IEP) Performance Template

The IEP Performance Standards is the process for preparing and implementing the IEP process. This template will be used to address specific standards and go through the process of creating an IEP for a student in your placement.

- Section 1: Contextual Factors: Knowing Your School & Community
- Section 2: Individualized Education Plan
- Section 3 IEP Preparation & Delivery

Performance Based Assessments (TPA/edTPA)

To effectively assess a teacher candidate's performance, GCU's College of Education assesses teacher candidates on a set of standards, including professional dispositions and InTASC. Some states may require additional Teacher Performance Assessments (TPAs) such as edTPA. These performance-based assessments are student-centered and used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills, including but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

If a teacher candidate lives in a state that requires a passing TPA/edTPA for certification, the teacher candidate is expected to complete it during their student teaching experience. The edTPA is a writing-intensive portfolio which includes lesson-planning and instructional analysis components, as well as video components which must be submitted to Pearson edTPA for a passing score.

For further information and resources, teacher candidates may speak to their Field Experience Counselor and visit the Professional Learning Network. Candidates will receive access to the PLN approximately six (6) months prior to the start of the student teaching experience.

Clinical Practice Evaluations

The GCU Faculty Supervisor and Cooperating Teacher/Mentor will collaboratively reflect on the Teacher Candidate's performance four times a semester for Clinical Practice Evaluations #1, #2, #3 and #4. Each collaborative evaluation follows the following step by step process.

- Communicate: The Teacher Candidate communicates with the GCU Faculty Supervisor regarding the lesson he/she will be teaching before each observation.
- Observe: The GCU Faculty Supervisor observes the Teacher Candidate teaching a lesson. Each lesson observation should be approximately 30-45 minutes in length regardless of observation modality (i.e. live or recorded).
- Collaborate: The GCU Faculty Supervisor and Cooperating Teacher/Mentor collaborate to provide feedback to the Teacher Candidate.
- Evaluate: The GCU Faculty Supervisor utilizes the appropriate Clinical Practice Evaluation to score the Teacher Candidate's performance. The evaluation is sent to the Teacher Candidate via the Student Portal.
- Access & Submit: The Teacher Candidate accesses and downloads the evaluation from the Student Portal and submit to the digital classroom assignment submission space.
- Grade: The course instructor provides the assignment grade based on the evaluation score.

Clinical Practice Evaluation #1: Professional Dispositions
Clinical Practice Evaluation #2: InTASC Standards
Clinical Practice Evaluation #3: InTASC Standards
Clinical Practice Evaluation #4: Professional Dispositions, InTASC Standards, and SPA Standards based on program of study

Curriculum/ Lesson Planning

The Teacher Candidate will be required to follow the state standards and district scope and sequence for all lesson planning. Teacher Candidates are expected to use the lesson plan design templates used by the Cooperating Teacher/school. If the school does not have a generally accepted format, the Teacher Candidate should use the GCU COE Lesson Plan template provided on the Student Success Center.

Throughout the student teaching experience Teacher Candidates will write complete lesson plans for each topic or subject area they will be teaching. It is expected that lesson plans be submitted to the Cooperating Teacher a minimum of 48 hours in advance, or earlier as abiding by the time guidelines of the Cooperating Teacher. Teacher Candidates should also provide a copy of the lesson plan to the GCU Faculty Supervisor for each Clinical Practice Evaluation.

INSTITUTIONAL RECOMMENDATION (IR)

Institutional Recommendations (IRs) are issued for teaching programs that lead to initial licensure in Arizona. The IR confirms that a Teacher Candidate has met all requirements, including successful student teaching for the program of study that has been approved by the Arizona State Board of Education. It is the Teacher Candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within 45 days of a candidate's graduation date; otherwise, the Teacher Candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license must complete the programmatic and state licensure which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of student teaching.

Below is an important reminder regarding Institutional Recommendations (IR) and requirements for teacher and principal certification.

What is an IR? An Institutional Recommendations (IR) is a document issued by GCU to candidates that have successfully completed an education program that leads to initial licensure. While Arizona refers to this as an Institutional Recommendation (IR), other states may refer to this as a program verification form, college verification form, etc.

Why is it important? The IR confirms that a candidate has met all requirements, including successful completion of student teaching or internship for the program of study. It is used when submitting applications for teacher and principal certification.

What does the candidate need to complete for the IR? All candidates seeking an Institutional Recommendation for a licensure must complete the programmatic and state licensure. Teaching licensure may include but is not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of student teaching. Testing Reminder: It is the Teacher Candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a teaching certificate.

How does a candidate obtain the IR? The candidate will work with their Field Experience Counselor (FEC) to confirm the fulfillment of all requirements. This includes testing and fingerprint clearance. The candidate will also need to work with their Student Services Counselor to confirm they have paid the graduation fee. The IR request is then submitted by the FEC to our credentialing team who will complete the document. A copy will be mailed to the candidate.

When does the candidate get the IR? IRs are issued upon graduation and candidate's meeting all programmatic and certification requirements.

<u>**AZ Certifying Candidates:**</u>
As noted above, IRs for candidates certifying in AZ can be issued only within 45 days of the candidate's last day of attendance/course date. An IR is valid for one year from the date it is issued.

What happens if the candidate doesn't get the IR in time? The candidate will need to apply for a transcript analysis with the Arizona Department of Education (or other state department of education) to determine if certification criteria have been met.

****Please note, the IR cannot be issued until a candidate is in a graduated status. Candidates in need of an AZ IR must be in a graduated status before the 45-day deadline to receive an IR. To be in a graduated status, final grades must be posted, and the candidate must have completed the graduation application and fee.

What does the candidate do once he/she has received the IR? Candidates will submit the IR to the state's Department of Education when applying for teacher or principal certification. Candidates should review their state's Department of Education website and contact their assigned Field Experience Counselor for specific information regarding the state's certification process.

UNSUCCESSFUL STUDENT TEACHING ATTEMPTS

Student teaching includes both the in-the-field placement as well as the corresponding online course(s). An unsuccessful attempt in either the placement and/or course requires retake of both the course and the in-the-field placement.

 Unsuccessful attempts at student teaching include:

- Cancellation of confirmed placement
- Self-termination
- Termination
- Course Failure

Should a Teacher Candidate wish to change or cancel their student teaching placement, they must immediately contact their Teacher Placement Counselor. Requests for a change in confirmed student teaching placement and/or an unsuccessful attempt at student teaching requires a completed *Clinical Practice Attempt Candidate Response Form.*

Teacher Candidates that request to change or cancel their confirmed placement or have an unsuccessful student teaching attempt may not be eligible to be replaced until a future semester.

An unsuccessful attempt may result in one or more of the following:

- Removal from the student teaching course(s)
- Awarding a W (withdraw) grade in the student teaching course(s)
- Awarding a failing grade for the student teaching course(s)
- Awarding the grade earned in the student teaching course(s)
- Successful completion of required college-level coaching
- Successful completion of a Personal Improvement Plan (PIP)
- Replacement in a new student teaching placement site (This is contingent upon several factors and not guaranteed.)
- Replacement in a new student teaching placement site after the completion of a PIP
- Possible referral to University's Code of Conduct Committee for further review.

In addition, an unsuccessful attempt at student teaching may include financial implications. It is the Teacher Candidate's responsibility to contact their assigned Student Services Counselor to discuss any financial matters because of an unsuccessful student teaching attempt and/or future course repeat(s).

The College of Education's Professional Practices Committee reviews unsuccessful attempts at student teaching and determines all college level penalties. In making their determination, the committee considers the severity of the offense as well as the Teacher Candidate's academic history. The PPC may require the Teacher Candidate complete coaching and/or remediation through a Personal Improvement Plan (PIP) as additional support to best prepare the Teacher Candidates for a future attempt.

As stated in the Grand Canyon University Policy Handbook, student teaching may only be repeated once.

Placement Changes and/or Cancellations

- If a Teacher Candidate chooses to cancel a confirmed placement **30 days or more prior** to the course and/or physical placement start date, the placement will not count as the Teacher Candidate's first attempt at student teaching. This instance will be notated as a cancellation. Confirmed placements may only be canceled once. An additional confirmed placement cancellation will be documented as a first attempt at student teaching.

- If a Teacher Candidate decides to cancel a confirmed placement **30 days or less prior** to the course and/or physical placement start date, the placement will count as the Teacher Candidate's first attempt at student teaching. In this case the Teacher Candidate will receive one additional attempt at student teaching.

Cancellations of confirmed placements may result in a review by the Professional Practices Committee (PPC) and next steps will be determined on a case-by-case basis.

Self-termination

If a Teacher Candidate cancels an assigned student teaching placement after the course and/or physical placement start date, the placement will be documented as an attempt at student teaching. It is the Teacher Candidate's responsibility to contact their assigned Teacher Placement Counselor if the candidate is opting to self-terminate. In addition, it is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of a cancellation or unsuccessful student teaching attempt.

Self-terminations may result in a review by the Professional Practices Committee (PPC) and next steps will be determined on a case-by-case basis.

Terminations

Please understand that Teacher Candidates are guests of the school district and the school site(s) in which they are placed. The Cooperating Teacher and/or GCU Faculty Supervisor may choose to implement an in-class support process for a Teacher Candidate who needs additional support in one or several targeted areas aligned with Professional Dispositions and/or InTASC standards. If deemed necessary, the GCU Faculty Supervisor will implement the Professional Growth Plan and submit to the College of Education.

It is the prerogative of the district, principal, or Cooperating Teacher to request the placement be terminated at will. In this case, the Professional Growth Plan is not applicable. As such, it is necessary to demonstrate professionalism in word, deed, and action always.

If the Teacher Candidate is terminated from the school site, the Teacher Candidate must contact the Teacher Placement Counselor. In addition, it is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of the unsuccessful student teaching attempt.

Course Failure

If the Teacher Candidate fails their online student teaching course, the placement will be documented as an attempt at student teaching. It is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of the unsuccessful student teaching attempt.

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. Throughout the 4-week PIP, the Teacher Candidate will work with the College of Education to reflect on and remediate any areas of improvement in order to prepare for the next student teaching attempt.

- The student teaching placement site may initiate termination at will. GCU does not employ districts and therefore does not have any jurisdiction of districts' discretion or termination of placement. Candidates should remember that they are guests in the classroom and must follow all school site expectations.
- The Clinical Field Experience Specialist (CFES) works with the student teaching placement site and GCU Faculty Supervisor to confirm that all options have been exhausted. Teacher Candidates have an opportunity to present their perspective in writing to the members of the Professional Practices Committee.
- The CFES collects student teaching placement site and Teacher Candidate documentation regarding the termination. The College of Education Professional Practices Committee reviews all documentation and decides as to whether the alleged violation or deficiency has been substantiated and which college-level support and/or penalty may apply.
- If a Teacher Candidate is administratively withdrawn from the student teaching course as part of a termination, they will need to redo the student teaching experience (required days and coursework) in a new setting. Teacher Candidates are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC).
- Teacher Candidates will not earn credits or student teaching time for completing a Personal Improvement Plan.

DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS (DoDDS)

The Department of Defense Dependent Schools (DoDDS) student teaching program is designed to provide overseas student teaching opportunities to Teacher Candidates enrolled full time in an approved teacher program at regionally accredited US colleges and universities. DoDDS agrees to permit Teacher Candidates from Grand Canyon University to student teach in schools designated by DoDDS. DoDDs will advise the University of the number of Teacher Candidates it can accommodate and locations at which Teacher Candidates may volunteer their services. DoDDS will select Teacher Candidates for the program from the list of nominees furnished by the University. Once a DoDDS placement is confirmed, the Teacher Candidate and Grand Canyon University will be notified in writing of the placement location and the Cooperating Teacher assigned to the Teacher Candidate. Placement confirmation is at the discretion of DoDDS and not guaranteed.

All Teacher Candidates requesting to teach in a DoDDS must follow the required instructions set forth by DoDDS in order to successfully be placed in the requested school. Passing scores must be on file for DoDDs Teacher Candidates before the relevant application submission date, not before the start date of student teaching. Teacher Candidates are required to submit DoDDs related paperwork prior to the assigned deadlines:

- **April 15th** for the Fall student teaching experience
- **September 15th** for the Spring student teaching experience

Teacher Candidates should contact their assigned Field Experience Counselor with any questions pertaining to the application or to the DoDDs paperwork.

In addition to the GCU student teaching application, Teacher Candidates planning to complete student teaching overseas in a DoDDS must submit a completed DoDDS application and a copy of their Arizona Fingerprint Clearance card to their Field Experience Counselor. Please be advised that military clearance cannot be accepted for fingerprint clearance, as it is against federal regulations for GCU to receive these or have them on file. Teacher Candidates planning to complete the student teaching in the Fall must have this completed and into their Field Experience Counselor prior to February 1st. Teacher Candidates planning to complete the student teaching in the Spring must have this completed and into their Field Experience Counselor prior to August 1st. No exceptions.

The DoDDS application is available from the relevant Field Experience Counselor. Please contact your assigned FEC if you are unsure of this contact point. This process may take up to two (2) months, therefore, must be requested well in advance to student teaching. DoDDS will accept no other fingerprint clearance verification other than the Arizona IVP (Identity Verified Prints) for Arizona Teacher Candidates. Teacher Candidates may request an Arizona Fingerprint Packet from either their Field Experience Counselor or the Arizona Department of Public Safety:
Arizona Department of Public Safety
2320 North 20th Avenue
Phoenix, Arizona 85005
(602) 223-2279 (Phone)
(602) 623-2947 (Fax)

Once the Field Experience Counselor receives required paperwork from the Teacher Candidate, the Field Experience Counselor will expedite the application process by submitting all paperwork to DoDEA Human Resources Regional Center in Arlington, Virginia.

DoDEA Employees Requesting Student Teaching Placement Through DoDDS
Current DoDEA employees interested in student teaching through DoDDS must understand and comply with the following:

- Per DS Regulation 5308.1 "DoDDS student teaching program," Teacher Candidates are considered strictly volunteers, therefore:
  - Volunteer service will be uncompensated.
  - Volunteer service will not be used to displace any employee.
  - Volunteer service will not be used to staff a position which is a normal part of the DoDDS work force.

- o Teacher Candidates are not entitled to travel, subsistence expenses, quarters, allowances, differentials, or any other reimbursement or payment in kind.
- o Service is not creditable for leave accrual or any other employee benefits.
- o Teacher Candidates will not be considered federal or DoDDS employees for any purpose other than the following: Relative to compensation for injuries sustained during the performances of work assignments.

Therefore, currently employed DoDEA employees must be in non-pay status for the duration of their Student Teaching, practicum, internship, field work, experience. Under no circumstances will the Teacher Candidate be allowed to be in pay status while student teaching is being completed.

- Forms of acceptable "non-pay" status include Leave without Pay (LWOP), resignation, termination of assignment, Non-Pay/Non Duty Status, etc. Please note that depending on the type of position the current employee holds, LWOP may not be an acceptable option. For example, intermittent employees such as substitute teachers, may not go on LWOP, they must resign. Also, LWOP for non-intermittent employees is approved at the discretion of the school principal or his/her designated person.
- As part of the application process, current DoDDS employees will be required to submit documentation that he or she will be in "non-pay" status for the entire duration of the experience. Acceptable forms of documentation include:
  - o Completed Standard Form 52 (SF52) "Request for Personal Action." Please note this is simply a request for an action. It does not mean the action has been processed. But this will suffice at the time the Student Teaching application is submitted for the purpose of placement consideration.
  - o The action (LWOP, Resignation, etc.) is usually requested by either your local personnel office or your school (usually the secretary). This is **not** a form the Teacher Candidate downloads and completes. It is one generated by an automated DoDEA Personnel system. The Teacher Candidate must contact their individual local personnel office or school secretary to determine which process to follow. Each school and/or district may have different requirements (i.e., additional forms to complete to request the action, resignation letter, etc.) Please note that the effective date of the action may be the day before you are scheduled to start Student Teaching. The action does not have to be effective immediately or at the time the DoDDS Student Teaching application is due.
- At a minimum, the completed SF52 must include the following:
  - o Part A – Action Requested (1), Requested Number (2), Proposed effective Date (4), Action Requested by (5), and Action Authorized by (6).
  - o Part B - Name (1), SSN (2), DOB (3), Effective Date (4), Nature of Action/Code (5A and 5B)
  - o Part D – Remarks by Requesting Office. If LOWP is being requested, this section should include the dates the Student Teaching will take place.
  - o Part E – Employee Resignation/Retirement – This section should only be completed if employee is resigning. If resigning, complete items 1-5.

A Standard Form 50 "Notification of Personnel Action (SF50) will be issued when the action has been processed. This usually takes place a few days after the action's effective date. *The Teacher Candidate will be required to submit a copy of the SF50 within two weeks of the action being effective. Please fax a copy of the SF50 to 703-588-5383. Failure to comply will result in immediate termination of the Student Teaching placement. Any Teacher Candidate found working or back in "pay status" while completing Student Teaching requirements will have their Student Teaching assignment terminated immediately. Other possible actions may also be taken for violation of federal laws and regulations.*

APPENDIX

Student Teaching Frequently Asked Questions (FAQ)

Where can Teacher Candidates find student teaching resources?	Teacher Candidates can refer to the resources located on the Student Teaching section of the [Student Success Center](#). In addition, Teacher Candidates have access to the self-paced [Student Teaching Orientation module](#). Note: Resources are frequently updated. Teacher Candidates should refer to the direct links often for the most up-to-date information.
Can student teaching be waived?	No. As an accredited university, we must consider programmatic, state, and accreditation requirements. All programs with student teaching are approved teacher preparation programs that lead to initial teacher licensure. For GCU's College of Education to sign off on the Institutional Recommendation (IR), the Teacher Candidate must successfully meet all programmatic and state licensure requirements. GCU's College of Education cannot provide an Institutional Recommendation for teacher candidates that do not complete the student teaching experience during their program. In the case a teacher candidate is no longer interested in completing the student teaching portion of the program, there is the option to transfer to a non-licensure program. However, programs without a student teaching component are not intended to lead to certification. By making this change, the Institutional Recommendation will not be completed by GCU. Teacher Candidates may reach out to their assigned Student Services Counselor (SSC) for questions regarding program changes.
Is student teaching a paid experience?	Traditionally, student teaching is an unpaid experience where the teacher candidate is a guest in a Cooperating Teacher's classroom. However, teacher candidates may have the opportunity to student teach in the classroom(s) in which they are employed as the full-time teacher of record or paraprofessional/teachers aid/substitute if: • The required setting aligns with the teacher candidate's program of study. • The teacher candidate has an appropriately certified mentor available at the school site. • The teacher candidate can fulfill all student teaching expectations, including the ability to have full takeover for the minimum required time. Teacher Candidates looking to hold paid positions during student teaching must complete additional documentation that requires written approval from the placement site administrator. Requests to student teach in a paid position should be discussed further with the teacher candidate's assigned Field Experience Counselor or Teacher Placement Counselor.

What types of settings are appropriate for student teaching?	Student teaching must be completed in a brick-and-mortar school. • Candidates requesting to complete student teaching in a virtual school setting must refer to their Teacher Placement Counselor. Requests to complete student teaching in a virtual setting are reviewed on a case-by-case basis and not guaranteed. Student teaching must be completed in a public-school setting or a licensed/accredited nonpublic school setting. Teacher Candidate's site placement must align with the Teacher Candidate's program of study. Placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in the Teacher Candidate's best interest and the interest of other involved parties. Placement is at the discretion of the district/school site and thus, not guaranteed.
Can a Teacher Candidate complete student teaching overseas?	Per University policy, GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States. Exception: Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Refer to the *Department of Defense Dependent Schools (DoDDS)* section of the Student Teaching Manual for more information.
Can a Teacher Candidate student teach where their child(ren) or direct family member attends?	Per University Policy, student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school. If this situation applies to you, please reach out to your Teacher Placement Counselor to complete a modification request to be reviewed by the College of Education. Modification requests are reviewed on a case-by-case basis and are not guaranteed. In addition, placement is at the discretion of the district/school site and thus, not guaranteed.
How many days are required for student teaching?	Teacher Candidates must be prepared to complete 15/16- weeks of full-time student teaching (70-75 days: please refer to the Student Teaching Placement Chart in the Student Teaching/Clinical Practice Manual for the specific day requirement). It is the responsibility of the Teacher Candidate to review the placement site's calendar to determine a tentative end date of the student teaching experience. Teacher Candidates will need to take into consideration district/school holidays, illness and inclement weather days which may add time to the placement.

What days count towards the student teaching experience?	Classroom days include the following: • Student contact time: Any instructional classroom time spent working directly with students at the confirmed student teaching placement site(s). • Teacher contract time: Any function at the confirmed student teaching placement site(s) that the contracted teacher is required to attend. This includes prep time and professional development time.
What days do NOT count towards the student teaching experience?	District holidays, inclement weather days and sick days are NOT to be counted towards the required student teaching days. Any days the Teacher Candidate is not working with their assigned Cooperating Teacher/Mentor, will not count towards the time requirement.
How long do Teacher Candidates need to be at the placement site each day?	Teacher Candidates are expected to follow the Cooperating Teacher's contracted day. The Teacher Candidate is required to be mirroring the Cooperating Teacher's day from start to finish.
Can Teacher Candidates work during the student teaching experience.	Student teaching requires the same time commitment as being a full-time teacher of record. Due to the expectation that the Teacher Candidates follow the Cooperating Teacher's contracted workday, Teacher Candidates may find it difficult to work and student teach simultaneously. Student teaching also requires more time outside of the regular school day (i.e. planning and developing lessons, grading, completing coursework, etc.). *Some Teacher Candidates may already be working in a school setting. In this case, if the Teacher Candidate's employment aligns with their program of study, the Teacher Candidate may submit a modification request to student teach while employed. These will be reviewed on a case-by-case basis. (See also question above, "Is student teaching a paid experience?")
How does the Teacher Candidate document the required student teaching days?	The Teacher Candidate will track all student teaching days on the Clinical Practice Time Log. • Clinical Practice Time Log (15 Weeks) • Clinical Practice Time Log (8 Weeks)
When can Teacher Candidates begin logging days towards the student teaching time requirement?	When possible, the beginning of the student teaching experience is aligned with the Teacher Candidate's first day of the student teaching online course. The Teacher Candidate may opt to begin at the student teaching placement up to two weeks prior to the first day of the online course if it has been discussed with and approved by the Cooperating Teacher/Mentor.
What should the Teacher Candidate do if the Teacher Candidate must miss student teaching days for illness/graduation/etc.?	Student teaching should be treated as a job; any missed days will need to be discussed with the Cooperating/Mentor Teacher, as far in advance as possible. The Teacher Candidate should also communicate with the GCU Faculty Supervisor if the day being missed correlates with a scheduled evaluation. Any days not in the placement do not count as student teaching days and will need to be made up to meet the 70/75-day requirement.

What happens if the Teacher Candidate hasn't completed the required days by the online course end date?	Teacher Candidates will need to notify the online instructor, GCU Faculty Supervisor and Teacher Placement Counselor. The Teacher Candidate should continue in the placement unless otherwise specified. Teacher Candidates will need to work with their course instructor regarding an Incomplete grade.
Can the Teacher Candidate substitute during student teaching?	Teacher Candidates may act as a substitute for the classroom in which they are assigned for student teaching depending on district and site approval. The Teacher Candidate cannot be a substitute in another classroom during the student teaching experience, as the placement will need to be in the confirmed placement. The Teacher Candidate can substitute up to five consecutive days during your student teaching experience. Anything more than five consecutive days needs approval from the College of Education. In this case, the Teacher Candidate should reach out to their Teacher Placement Counselor to complete a modification request. Modification requests are reviewed on a case-by-case basis and are not guaranteed approval.
How much actual teaching is the Teacher Candidate to complete during the student teaching experience?	The student teaching experience is designed to be a gradual process in which the Teacher Candidate slowly assumes full responsibility of the Cooperating Teacher's classroom. Student teaching requires a full take over for a minimum of 50% of the experience (i.e. 4 weeks of full take over for an 8-week placement and 8 weeks for a 15/16-week placement). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students. The College of Education understands that this transition may look different depending on each situation but have outlined some general guidelines to assist Teacher Candidates in planning for this important learning experience. Teacher Candidates can find the Suggested Takeover Schedules within the Appendix in the Student Teaching Clinical Practice Manual.
Who is the GCU Faculty Supervisor?	The GCU Faculty Supervisor is the GCU approved adjunct faculty member who has oversight responsibility for the four required Clinical Practice Evaluations of the Teacher Candidate during the student teaching experience. This individual will work closely with the Teacher Candidate and the Cooperating Teacher/Mentor. The Teacher Candidate will receive an email with the GCU Faculty Supervisor's contact information once they are assigned.
Are the observations/evaluations completed in-person or virtually?	Observations/evaluations are conducted virtually unless otherwise arranged and agreed upon by the school site, cooperating teacher, and GCU Faculty Supervisor. The GCU Faculty Supervisor will answer all questions regarding the observations, Clinical Practice Evaluations, and post observation conferences.
Is there an online course that goes with student teaching?	Yes, Teacher Candidates are enrolled in an online course(s) in the online digital classroom like all previous classes with GCU. The Teacher Candidate will have a syllabus and online instructor, and the format will look like previous courses.
Who should the Teacher Candidate reach out to about grades in the student teaching experience?	Questions regarding the course assignments and grading should be discussed with your online course instructor. For questions about evaluation scores contact the GCU Faculty Supervisor.

Who should the Teacher Candidate reach out to for questions/issues in the current placement?	Teacher Candidates should first communicate any concerns to the Cooperating Teacher/Mentor. As a guest in the placement, they should be the first contact. If after communicating with the Cooperating Teacher/Mentor there are still concerns, the Teacher Candidate should reach out to his/her GCU Faculty Supervisor and Teacher Placement Counselor.
What is the Professional Learning Network (PLN)?	This site houses valuable resources which will help Teacher Candidates throughout the student teaching experience and allows Teacher Candidates the opportunity to connect, interact and collaborate with current and past Teacher Candidates, as well as GCU faculty. https://pln.gcu.edu/
The Teacher Candidate has successfully completed student teaching and has graduated from the teacher preparation program. What happens next?	Upon graduation, a Teacher Candidate may be issued an Institutional Recommendation (IR). (Please note, while Arizona refers to this as an Institutional Recommendation (IR), other states may refer to this as a program verification form, college verification form, etc.) All Teacher Candidates seeking an IR for teacher certification must complete all programmatic and state licensure requirements. The IR confirms a candidate has met all requirements, including successful student teaching. Teacher Candidates will submit the IR when applying with the state's Department of Education for teacher certification. Please refer to the Student Teaching/Clinical Practice Manual and/or the Field Experience Counselor for more information regarding Institutional Recommendation.

Student Teaching Placement Charts
15-Week Course

Program	Course Code	Course Length	Time Requirement	Placement Setting
Note: Grade levels may vary slightly depending on the state in which candidate will be student teaching/certifying.				
UNDERGRADUATE PROGRAMS				
B.A. in Dance Education B.A. in Theatre Education	ARE-480	15 weeks	70 days	K-12* dance classroom K-12* theatre classroom
B.S. in Early Childhood Education (New program, start dates as of 04/04/22.)	ECE-490	15 weeks	70 days	K-3* multi-subject (ELA, math, science, and social studies) general education elementary classroom
B.S. in Early Childhood and Early Childhood Special Education (New program, program start dates as of 05/01/23 (non-trad/online) and 09/05/23 (trad/ground)).	ECS-490	15 weeks	70 days	Birth-3rd in classroom(s) serving students with and without exceptionalities
B.S. in Elementary Education B.S. in Elementary Education with an emphasis in Christian Education/STEM/Teaching Reading	ELM-490	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom
B.S. in Elementary Education with an emphasis in ESL	ESL-490	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom with English Learners
B.S. in Biology for Secondary Education B.S. in Business for Secondary Education B.S. in Chemistry for Secondary Education B.S. in Math for Secondary Education	SEC-490	15 weeks	70 days	6th-12th* secondary classroom in content area of study
B.A. in English for Secondary Education B.A. in History for Secondary Education B.A. in Dance for Secondary Education B.A. in Theatre for Secondary Education	SEC-490	15 weeks	70 days	6th-12th* secondary classroom in content area of study
GRADUATE PROGRAMS				
M.Ed. in Early Childhood Education (New program)	ECE-598	15 weeks	70 days	K-3* multi-subject (ELA, math, science, and social studies) general education elementary classroom
M.Ed. in Early Childhood and Early Childhood Special Education (New program – program start dates as of 07/23/23.)	ECS-598	15 weeks	70 days	Birth-3rd in classroom(s) serving students with and without exceptionalities.

Program	Course Code	Course Length	Time Requirement	Placement Setting
M.Ed. in Elementary Education	ELM-590	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom
M.Ed. in Special Education: Mild to Moderate	SPD-590	15 weeks	70 days	K-12* mild to moderate special education classroom
M.Ed. in Special Education: Moderate to Severe	SPD-592	15 weeks	70 days	K-12* moderate to severe special education classroom
M.Ed. in Secondary Education with an emphasis in Humanities/STEM M.Ed. in Secondary Humanities Education M.Ed. in Secondary STEM Education	SEC-590	15 weeks	70 days	6th-12th* secondary classroom in content area of study

8-Week Courses

Program	Course Code	Course Length	Time Requirement (75 Total Days)	Placement Setting
*Note: Grade levels may vary slightly depending on the state in which the candidate will be student teaching/certifying.				
UNDERGRADUATE PROGRAMS				
B.A. in Music Education-Choral: Piano/Voice B.A. in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings/Piano	MED-480A	8 weeks	35-40 days	Elementary music classroom
	MED-480B	8 weeks	35-40 days	Secondary music classroom
B.S. in Early Childhood Education (Old Program)	ECH-480	8 weeks	35-40 days	Birth-PreK classroom
	ECH-485	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
B.S. in Early Childhood Education and Early Childhood Special Education	ECS-480A	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
	ECS-480B	8 weeks	35-40 days	K-3* mild to moderate special education classroom
B.S. in Early Childhood Education and Early Childhood Special Education v.21	ECS-481A	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
	ECS-481B	8 weeks	35-40 days	Birth-grade 3* mild to moderate special education classroom
B.S. in Elementary Education and Special Education	EED-480NA/ELM-490A	8 weeks	35-40 days	K-8* multi-subject (ELA, math, science, and social studies) general education classroom
	SPE-448NB/SPD-490B/ SPD-491B	8 weeks	35-40 days	K-12* mild to moderate special education classroom

B.S. in Physical Education	PED-480A	8 weeks	35-40 days	K-6* physical education classroom
	PED-480B	8 weeks	35-40 days	7-12* physical education classroom
GRADUATE PROGRAMS				
M.Ed. in Early Childhood Education	ECH-680	8 weeks	35-40 days	Birth-PreK Classroom
	ECH-685	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
M.Ed. in Early Childhood Education and Early Childhood Special Education	ECS-595A	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
	ECS-595B	8 weeks	35-40 days	K-3* mild to moderate special education classroom
M.Ed. in Early Childhood Education and Early Childhood Special Education v.19 (For program start dates on or after July 11, 2024)	ECS-596A	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom
	ECS-596B	8 weeks	35-40 days	Birth-grade 3* mild to moderate special education classroom
M.Ed. in Elementary Education and Special Education	ELM-593A	8 weeks	35-40 days	K-8* multi-subject (ELA, math, science, and social studies) general education classroom
	SPD-593B	8 weeks	35-40 days	K-12* mild to moderate special education classroom

Suggested Takeover Schedules
 15-Week Course Schedule (NON-SPECIAL EDUCATION):

15 Week Student Teaching

ST COURSE SCHEDULE					SUGGESTED TAKE OVER SCHEDULE	
*Please also refer to the course syllabus for additional details, DQs, etc.						
Topic	Weeks	Assignment	Opens In	Due In	Teacher Candidate (TC)	Cooperating Teacher (CT)/Mentor
1: Analyzing Demographics & Developing Objectives	1-4	PLN Scavenger Hunt	Week 1	Week 1	• Acclimate to the school and classroom. • Introduce yourself to key individuals at the school site, introduce yourself to the students and parents/guardians. • Observe the CT and begin to transition into teaching a lesson/subject at a time. • Practice lesson planning each week. Take part in daily and weekly routines. • Begin your Student Teaching Evaluation of Performance (STEP) and related coursework. o Work with your CT to look ahead & identify a standard(s) that could be taught during Week 10-12 of your placement. • Prepare and implement a lesson for Clinical Practice Evaluation #1 in coordination with your GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation will be due by the end of Week 4.	• Assist in acclimating the TC to the school and classroom. • Introduce the TC to key individuals at the school site, help introduce to students and parents/guardians. • Discuss curriculum planning, lesson planning, and management plans in the classroom with the TC. • Have TC assist with students, teaching lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. • Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP). • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4.
		STEP 1: Contextual Factors: Knowing Your School & Community	Week 1	Week 2		
		STEP 2: Writing Standards-Based Measurable Objectives	Week 3	Week 4		
		Clinical Practice Evaluation #1	Week 1	Week 4		

2: Pre-Assessment and Unit Planning	5-8	STEP 3-4: Pre-Assessment and Unit Planning	Week 6	Week 8	• Begin to increase responsibility and transition to teaching all subjects/periods of the day. • Continue working with the CT for ideas, suggestions, and feedback. • Make time each day to reflect on your lessons and teaching practice. • Continue your STEP assignment. o Use the feedback received from your instructor to adjust standards/objectives and plan a minimum three-day unit plan to be implemented during Week 10 – 12. • Prepare and implement a lesson for Clinical Practice Evaluation #2 in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation is due by the end of Week 8.	• Gradually increase the TC's responsibility, as appropriate. • Informally assess and monitor the TC through management, lesson preparation, weekly planning, assessment, grading, and pedagogy. • The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills and contact the GCU Faculty Supervisor for support. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #2 by the end of Week 8.
		Clinical Practice Evaluation #2	Week 6	Week 8		
3: Implementation & Reflection	9-12	STEP 5: Implementation of Instructional Unit	Week 10	Week 12	• Continue responsibility with full takeover of classroom/teacher duties. • Implement your STEP unit plan before submission of STEP 5 in your coursework.	• Continue to allow for TC to experience full takeover of the classroom/teacher duties. • Continue to provide feedback to the TC and communicate areas of strength and needed improvement.
		Clinical Practice Evaluation #3	Week 9	Week 12		

					Solicit feedback on your performance thus far and utilize it as helpful roadmap to your success as an educator.	Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #3 by the end of Week 12.
					• Solicit feedback on your performance thus far and utilize it as helpful roadmap to your success as an educator. • Prepare and implement a lesson for Clinical Practice Evaluation #3 in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation is due by the end of Week 12.	• Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #3 by the end of Week 12.
4: Reflective Practice for Personal Growth	**13-15**	STEP 6: Data Analysis	Week 13	Week 14	• If full takeover requirement met, begin to transition the class back to the CT. Observe other classrooms grades and teachers. • Finalize and submit the STEP assignment. • Prepare and implement a lesson for Clinical Practice Evaluation #4 in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation is due by the end of Week 15. • Give the completed Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days. • Communicate with your Field Experience Counselor (FEC) to discuss steps towards	• Begin to transition back into the classroom responsibilities. • Be available for questions, ideas, offer suggestions and support. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #4 by the end of Week 15. • Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.
		Clinical Practice Evaluation #4	Week 13	Week 15		

					certification, including your Institutional Recommendation (IR). • Communicate with your Student Services Counselor (SSC) to discuss completing your degree requirements and graduation application.	

15-Week Course Schedule (SPECIAL EDUCATION):

15 Week Student Teaching – SPECIAL EDUCATION

ST COURSE SCHEDULE					SUGGESTED TAKEOVER SCHEDULE	
*Please also refer to the course syllabus for additional details, DQs, etc.						
Topic	Weeks	Assignment	Opens In	Due In	Teacher Candidate (TC)	Cooperating Teacher (CT)/Mentor
1: Analyzing Demographics and Developing Objectives	**1-2**	PLN Scavenger Hunt	Week 1	Week 1	• Acclimate to the school and classroom. • Introduce yourself to key individuals at the school site, introduce yourself to the students and parents/guardians. • Observe the CT and begin to transition into teaching a lesson/subject at a time. • Begin your Student Teaching Evaluation of Performance (STEP) and related coursework. o Work with your CT to look ahead & identify a standard(s) that could be taught during Week 5-6 of your placement.	• Assist in acclimating the TC to the school and classroom. • Introduce the TC to key individuals at the school site, help introduce to students and parents/guardians. • Discuss curriculum planning, lesson planning, and management plans in the classroom with the TC. • Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP).
		STEP 1: Contextual Factors: Knowing Your School & Community	Week 1	Week 1		
		STEP 2: Writing Standards-Based Measurable Objectives	Week 2	Week 2		
2: Pre-Assessment and Unit Planning	**3-4**	STEP 3-4: Pre-Assessment and Unit Planning	Week 4	Week 4	• Practice lesson planning each week. Take part in daily and weekly routines. • Continue your STEP assignment. o Use the feedback received from your instructor to adjust standards/objectives and plan a minimum three-	• Have TC assist with students, teaching lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4.
		Clinical Practice Evaluation #1	Week 3	Week 4		

					day unit plan to be implemented during Week 5-6. • Prepare and implement a lesson for Clinical Practice Evaluation #1 in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation will be due by the end of Week 4.	
3: Implementation and Reflection	5-6	STEP Section 5: Implementation of Instructional Unit	Week 6	Week 6	• Begin to increase responsibility and transition to teaching all subjects/periods of the day. • Continue working with the CT for ideas, suggestions, and feedback. • Make time each day to reflect on your lessons and teaching practice. • Implement your STEP unit plan before submission of STEP 5 in your coursework. • Solicit feedback on your performance thus far and utilize it as helpful roadmap to your success as an educator.	• Gradually increase the TC's responsibility, as appropriate. • Informally assess and monitor the TC through management, lesson preparation, weekly planning, assessment, grading, and pedagogy. • The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills and contact the GCU Faculty Supervisor for support.
4: Reflective Teaching Practice	7-8	STEP Section 6: Analysis of Student Learning	Week 7	Week 7	• Continue responsibility with full takeover of classroom/teacher duties. • Finalize and submit the STEP assignment. • Prepare and implement a lesson for Clinical Practice	• Continue to allow for TC to experience full takeover of the classroom/teacher duties. • Continue to provide feedback to the TC and communicate areas of
		Clinical Practice Evaluation #2	Week 7	Week 8		

				Evaluation #2 in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation is due by the end of Week 8.	• strength and needed improvement. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #2 by the end of Week 8.
5: Individualized Education Program (IEP) Development	**9-11**	IEP Performance Template Section 2: Individualized Education Plan	Week 9	Week 11	• Continue responsibility with full takeover of classroom/teacher duties. • Begin planning and organizing information for your IEP Performance Standard and related coursework. • Prepare and implement a lesson for Clinical Practice Evaluation #3 in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation is due by the end of Week 11.	• Continue to allow for TC to experience full takeover of the classroom/teacher duties. • Continue to provide feedback to the TC and communicate areas of strength and needed improvement. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #3 by the end of Week 11.
		Clinical Practice Evaluation #3	Week 9	Week 11	
6: Individualized Education Program (IEP) Delivery	**12-14**	IEP Performance Template – Section 3: IEP Meeting – Preparation and Delivery	Week 12	Week 14	• Continue full takeover until requirement met. Once met, begin to transition the class back to the CT. • Observe other classrooms grades and teachers. • Finalize and submit the IEP assignment.	• Begin to transition back into the classroom responsibilities. • Be available for questions, ideas, offer suggestions and support.
7: Professional Growth	**15**	Clinical Practice Evaluation #4	Week 15	Week 15	• Prepare and implement a lesson for Clinical Practice Evaluation #4 in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation will	• Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #4 by the end of Week 15. • Verify required days and sign the Clinical Practice Time Log. If TC has not met required days,

					be due by the end of Week 15. • Give the completed Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days. • Communicate with your Field Experience Counselor (FEC) to discuss steps towards certification, including your Institutional Recommendation (IR). • Communicate with your Student Services Counselor (SSC) to discuss completing your degree requirements and graduation application.	discuss plan to make up missing days.

8-Week Course Schedule (NON-SPECIAL EDUCATION):

8 Week Student Teaching – Session A and B (Non-Special Ed)

ST COURSE SCHEDULE *Please also refer to the course syllabus for additional details, DQs, etc.					SUGGESTED TAKEOVER SCHEDULE	
Topic	Weeks	Assignment	Opens In	Due In	Teacher Candidate (TC)	Cooperating Teacher (CT)/Mentor
1: Analyzing Demographics and Developing Objectives	**1-2**	PLN Scavenger Hunt (This assignment is only due in Session A.)	Week 1	Week 1	• Acclimate to the school and classroom. Introduce yourself to key individuals at your school site; introduce yourself to the students and parents. • Discuss curriculum planning, lesson planning and management plans in the classroom with your CT. • Observe the CT and begin to transition into teaching lessons. • Practice lesson planning each week. • Take part in daily and weekly routines. • Begin your Student Teaching Evaluation of Performance (STEP) and related coursework.	• Assist in acclimating the TC to the school and classroom. • Introduce TC to key individuals at your school site; help introduce TC to the students and parents. • Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC. • Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. • Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP).
		STEP 1: Contextual Factors: Knowing Your School & Community	Week 1	Week 1		
		STEP 2: Writing Standards-Based Measurable Objectives	Week 1	Week 2		
2: Pre-Assessment and Unit Planning	**3-4**	STEP 3-4: Pre-Assessment and Unit Planning	Week 4	Week 4	• Transition to teaching multiple subjects/periods during the day and start to have full takeover of the classroom/teacher duties. • Continue your STEP assignment. o Use the feedback received from your instructor to adjust	• Increase the TC's responsibility, as appropriate. • Informally assess and monitor the TC through management, lesson preparation, weekly planning, assessment, grading, and pedagogy. • The TC may need additional coaching as they begin to apply their skills. Keep a close watch on
		Clinical Practice Evaluation #1 or #3 (for Session B).	Week 3	Week 4		

					standards/objectives and plan a minimum three-day unit plan to be implemented during Week 5-6. • Be prepared for the Clinical Practice Evaluation #1 (or #3) by the end of week 4.	the development of these skills and contact the GCU Faculty Supervisor for support. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 (or #3) by the end of Week 4.
3: Implementation and Reflection	5-6	STEP 5: Implementation of Instructional Unit	Week 6	Week 6	• Continue to assume full responsibility of the classroom. • Work with the CT for ideas, suggestions, and feedback. • Make time each day reflect on your lessons and teaching practice. • Implement your STEP unit plan before submission of STEP 5 in your coursework.	• Continue to allow for the TC to begin to teach all subjects/periods during the day. • Continue to provide feedback to the TC and communicate areas of strength and needed improvement. • Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments.
4: Reflective Practice for Professional Growth	7-8	STEP 6: Analysis of Student Learning	Week 7	Week 7	• Continue full takeover until requirement met. Once met, begin to transition the class back to the CT. • Observe other classrooms grades and teachers. • Finalize and submit the STEP assignment. • Prepare and implement a lesson for Clinical Practice Evaluation #2 (or #4) in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This	• Begin to transition back into the classroom responsibilities. • Be available for questions, ideas, offer suggestions and support. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #4 (or #2) by the end of Week 8. • Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.
		Clinical Practice Evaluation #2 or #4 (for Session B.)	Week 7	Week 8		

					evaluation will be due by the end of Week 8. • Give the completed Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days. • (In your second session): Communicate with your Field Experience Counselor (FEC) to discuss steps towards certification, including your Institutional Recommendation (IR). • (In your second session): Communicate with your Student Services Counselor (SSC) to discuss completing your degree requirements and graduation application.	

8-Week Course Schedule (SPECIAL EDUCATION):

8 Week Student Teaching – Session B (Special Education)

ST COURSE SCHEDULE					SUGGESTED TAKEOVER SCHEDULE	
Please also refer to the course syllabus for additional details, DQs, etc.						
Topic	Weeks	Assignment	Opens In	Due In	Teacher Candidate (TC)	Cooperating Teacher (CT)/Mentor
1: Knowledge and Connections	1-2 \[Close\]	STEP 1: Contextual Factors: Knowing Your School & Community	Week 1	Week 2	• Acclimate to the school and classroom. Introduce yourself to key individuals at your school site; introduce yourself to the students and parents. • Discuss curriculum planning, lesson planning and management plans in the classroom with your CT. • Observe the CT and begin to transition into teaching lessons. • Practice lesson planning each week. • Take part in daily and weekly routines. • Begin your IEP Performance Template by completing the STEP 1.	• Assist in acclimating the TC to the school and classroom. • Introduce TC to key individuals at your school site; help introduce TC to the students and parents. • Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC. • Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. • Discuss IEP Performance Template assignment with TC.
2: Individualized Education Program (IEP) Development	3-4	IEP Performance Template – Section 2: Individualized Education Plan	Week 3	Week 4	• Transition to teaching multiple subjects/periods during the day and start to have full takeover of the classroom/teacher duties. • Continue your IEP Performance Template assignment. • Be prepared for the Clinical Practice Evaluation #3 (or #1) by the end of week 4.	• Increase the TC's responsibility, as appropriate. • Informally assess and monitor the TC through management, lesson preparation, weekly planning, assessment, grading, and pedagogy. • The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills
		Clinical Practice Evaluation #3 (Candidates who take session B first will submit evaluation #1.)	Week 3	Week 4		

					and contact the GCU Faculty Supervisor for support. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #3 (or #1) by the end of Week 4.	
3: Individualized Education Program (IEP) Delivery	5-6	IEP Performance Template – Section 3: IEP Meeting – Preparation and Delivery	Week 5	Week 6	• Continue to assume full responsibility of the classroom. • Work with the CT for ideas, suggestions, and feedback. • Make time each day reflect on your lessons and teaching practice. • Complete and submit the IEP Performance Template.	• Continue to allow for the TC to begin to teach all subjects/periods during the day. • Continue to provide feedback to the TC and communicate areas of strength and needed improvement. • Continue to communicate with TC regarding their IEP Performance Template assignments.
4: Professional Growth	7-8	Model Code of Ethics	Week 7	Week 7	• Continue full takeover until requirement met. Once met, begin to transition the class back to the CT. • Observe other classrooms grades and teachers. • Complete the Model Code of Ethics assignment. • Prepare and implement a lesson for Clinical Practice Evaluation #4 (or #2) in coordination with you GCU Faculty Supervisor, who will guide you on how the lesson will be observed. This evaluation will be due by the end of Week 8.	• Begin to transition back into the classroom responsibilities. • Be available for questions, ideas, offer suggestions and support. • Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #4 (or #2) by the end of Week 8. • Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days
		Clinical Practice Evaluation #4 (Candidates who take session B first will submit evaluation #2.)	Week 7	Week 8		

					• Give the completed Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days. • (If this is your second session): Communicate with your Field Experience Counselor (FEC) to discuss steps towards certification, including your Institutional Recommendation (IR). • (If this is your second session): Communicate with your Student Services Counselor (SSC) to discuss completing your degree requirements and graduation application.	