

GUIDELINES FOR STUDENT TEACHING

Student teaching is an integral component of the teacher education programs. It provides candidates with a field-based experience at the appropriate grade and content level. Student Teachers work with a Cooperating Teacher from a school site and with a University of Phoenix Faculty Supervisor or district/school appointed Site Supervisor. Candidates experience a clinical supervision model during the initial phase of student teaching that utilizes observation, analysis, reflection, and conferencing components. Additionally, Student Teachers will be responsible for completing topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The completion of each assignment is scheduled to coincide with Faculty/Site Supervisor visitations and student teaching seminars; the content of these assignments will form the basis for discussion at the visitations and during the seminar courses. The student teaching experience is designed to emphasize the achievement of state-specific standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

The University provides a stipend for the professional services of the Cooperating Teacher and Faculty/Site Supervisor unless otherwise directed by the state or school district. The stipend is issued upon successful completion of all required duties including the submission of evaluation forms. A W-9 form is required by the Internal Revenue Service in order for the University of Phoenix to process and issue stipend payments to Cooperating Teachers and Site Supervisors. This form is included in the welcome materials sent by the Field Placement Administrator prior to the start of the student teaching practicum. Please complete and return this form to the designated University of Phoenix representative at your earliest convenience. Be sure the form contains all necessary information. To avoid potential delays with the stipend disbursement, please make certain the W-9 form is filled out correctly and legibly and is submitted to the University in a timely manner. Should you have any questions, please be sure to contact the Field Placement Administrator as soon as possible.

Refer to the Appendix for additional information regarding University of Phoenix [program standards](#), [student teaching policies](#), and [Supplemental Standards](#).

RESPONSIBILITIES OF THE STUDENT TEACHER

The student teaching experience encompasses several areas: orientation, observation, planning, teaching, and evaluation. The initial orientation period will be followed by a time of observation and limited classroom participation. This important phase of the student teaching experience is designed to provide Student Teachers with time to become acquainted with classroom procedures and materials. As the practicum progresses, Student Teachers should gradually be given more responsibility in the classroom. During the teaching phase Student Teachers will be responsible for implementing a two- to four-week unit as part of the requirements for the Teacher Work Sample. This unit is required to successfully fulfill student teaching and complete the teacher education programs. In order to receive full credit for the student teaching experience, Student Teachers are required to complete all assignments as noted by the Cooperating Teacher, Faculty/Site Supervisor, and seminar course instructors.

FOLLOW DISTRICT AND SCHOOL POLICIES

All Student Teachers are expected to adhere to the established school and district policies for faculty and staff. This includes adhering to the calendar, keeping the same hours as contracted teachers, and meeting the same professional obligations as prescribed within the faculty handbook for the district, school, or institution in which you are completing your student teaching practicum. Professional obligations include all duties and professional meetings, in-services, and conferences if/when appropriate. Students are expected to be on time and present each day. Do not schedule vacations, doctor visits, interviews, other appointments, etc. during the hours of student teaching.

ATTENDANCE

Student teaching is a full time responsibility. Should an *unexpected* need arise for an absence from student teaching, including snow/inclement weather days, you must immediately notify the Cooperating Teacher, Faculty/Site Supervisor, and Field Placement Administrator either by phone or email, to explain the absence. Be sure to provide your Cooperating Teacher with plans to cover any missed lessons. Following this, the [Absence Form](#) must be submitted to the Field Placement Administrator within three working days of the absence. Any missed days due to personal reasons must be made up at the end of the student teaching experience. If more than five days (excluding inclement weather days) are missed over the course of the practicum, student teaching will be terminated and the practicum deemed “unsuccessful.” **EXCEPTION:** Students that miss one to two days of school due to inclement weather will not be required to make up those days. If three or more days are missed due to inclement weather, those days must be made up at the end of the practicum experience. Following the termination, a Supplemental Standards referral will be generated, and students will be withdrawn from class and issued a grade of "F" by their faculty member. To meet program requirements, the student teaching experience and seminar course(s) must then be repeated at a later date.

REGULARLY-SCHEDULED MEETINGS WITH THE COOPERATING TEACHER

Schedule a regular time each day to meet with your Cooperating Teacher to review and discuss your progress. This provides opportunity for planning, question-and-answer, identification of strengths and opportunities for improvement, review of lesson plans, and discussion of best practices. Be receptive to feedback from your Cooperating Teacher as student teaching is an excellent opportunity for growth and improvement.

COMMUNICATE WEEKLY WITH THE FACULTY/SITE SUPERVISOR

Communicate weekly with your Faculty/Site Supervisor to discuss the progression of your student teaching experience. This provides the opportunity to share accomplishments and/or obstacles from the week and receive additional guidance and feedback. These weekly communications are critical to the success of your student teaching experience and are factored into the student teaching grade assigned by your supervisor.

DAILY LESSON PLANS

Written daily lesson plans are required of all Student Teachers. These lessons should be thorough and satisfy state standards and the school district curricula. Your Cooperating Teacher should be considered the main resource person in this effort, providing assistance with regard to the lesson format, objectives, and timeline. At a minimum, all lesson plans should be submitted to the Cooperating Teacher and/or Faculty/Site Supervisor at least two days prior to teaching the lesson (or as directed). The Cooperating Teacher should initial all plans, indicating they are ready for implementation. Lesson plans should be organized in a notebook and made available to the Faculty/Site Supervisor.

TEACHER WORK SAMPLE

Students are required to design and teach a two to four week unit of instruction called the Teacher Work Sample (TWS). Development, implementation and submission of the TWS will occur during the student teaching experience and seminar courses. The development of this unit occurs during the first student teaching course and should be carefully coordinated with the Cooperating Teacher to coincide with established curricular guidelines. If possible, the TWS is then implemented during the second student teaching course. Sections of the TWS are submitted to TaskStream and evaluated during both student teaching seminars.

To avoid any potentially serious problems, it is essential that students contact the seminar instructor with any questions or concerns regarding the TWS. Also, discuss any concerns that might arise regarding the TWS content and alignment with school/district curriculum with the Cooperating Teacher, Faculty/Site Supervisor, and Field Placement Administrator. To learn more about the TWS refer to the [Appendix](#) and materials from the student teaching seminar courses.

PROFESSIONAL GROWTH PLAN

The Professional Growth Plan (PGP) is a document created and modified/enhanced during your student teaching practicum that expresses your goals and objectives for professional growth and plans for achieving these goals during the student teaching experience. During student teaching, you are expected to share the PGP with your Cooperating Teacher and Faculty/Site Supervisor for the purpose of receiving constructive feedback. The successful implementation of the PGP is reviewed throughout the experience and factored into the student teaching grade assigned by your Faculty/Site Supervisor. A successful Student Teacher:

- Monitors his or her progress on the PGP
- Consults with the Cooperating Teacher and Faculty/Site Supervisor regarding the progress being made
- Modifies the PGP accordingly.

Versions of the PGP are also submitted to TaskStream and evaluated in the student teaching seminars. To learn more about the PGP refer to the [Appendix](#) and materials from the student teaching seminar courses.

TASKSTREAM

Student Teachers are required to submit specific assignments from selected courses to an electronic portfolio for evaluation and verification that students are meeting the teacher education program standards. Data collected through e-portfolio assignments are then used by College personnel for accreditation and continuous program improvement. The electronic portfolio is also utilized to collect and monitor students' submission of required program progression and completion documents.

TaskStream, the electronic portfolio system, allows students to collect a wide variety of artifacts for evaluation and/or demonstration of their best work. Standards-based rubrics are used to assess program required artifacts and provide students with feedback. To satisfy this requirement, ensure all required documentation is uploaded to your TaskStream account for archiving. To learn more about TaskStream portfolios refer to the [Appendix](#).

Additionally, you are encouraged to develop personal presentation portfolios and resource folios. These can be used to share coursework with potential employers or as a resource when working in the field.

STUDENT TEACHING SEMINAR COURSES

Students must complete the required student teaching seminar courses to successfully complete their teacher education program. Seminar courses are six weeks in length and typically scheduled to be staggered with the student teaching practicum; the first seminar

should start approximately two weeks into the student teaching experience and the second seminar should end approximately two weeks after the student teaching experience. Attendance and participation requirements apply in the seminar courses. The Teacher Work Sample, Professional Growth Plan, Field Experience Log, and Student Teaching Grade Form are also factored into the course grade.

Note: You must earn a "B" or better in the required seminar courses to successfully complete the program. This requires at least an 84% in the course. Be aware that a "B-" or "I" is not considered a passing grade.

ADDITIONAL RESPONSIBILITIES

- Contact the Cooperating Teacher prior to the start of your student teaching experience. Discuss expectations, policies, material, and curriculum requirements critical for the first days/weeks of the practicum. Prepare any materials, lessons, etc. needed to begin student teaching.
- Become familiar with your school's programs, calendar, policies, community, client base, and services.
- Participate in the professional activities of a classroom teacher. This includes but is not limited to attending team, school, or district meetings, teacher-in-service trainings, and professional development.
- Demonstrate a professional attitude evidenced by professional dress and demeanor.
- Observe the Cooperating Teacher during the first week(s) of the practicum paying careful attention to routines, student learning styles, teaching style, delivery of curricula, and classroom management.
- Utilize a variety of teaching methods in the classroom.
- Provide an effective learning environment for all students.
- Maintain effective classroom management procedures.
- Maintain informal anecdotal records (noting students' learning styles, teaching strategies, what works with students, positive experiences, reactions, etc.).
- Confer with and/or observe teaching staff involved with students instructed in special programs or services (e.g., speech, English as a Second Language, gifted/honors programs, special education, occupational therapy, physical therapy, etc.).
- Study the school district's progress reporting system. The Cooperating Teacher will model collecting appropriate student class work, diagnosis, and writing/scoring the student progress report.
- Complete the required number of student teaching weeks as designated by your program/version, Department of Education, and school/district.

Note: More than five absences during the practicum will result in the automatic termination of the student teaching experience.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The Cooperating Teacher is an integral part of the student teaching experience. The experience and knowledge that the Cooperating Teacher shares with the Student Teacher is vital to the success of the experience. The Cooperating Teacher is a designated mentor available to monitor, evaluate, and provide feedback to the Student Teacher on a daily basis. Considering this responsibility, the Cooperating Teacher should have at least two years of teaching experience, hold a valid teaching certificate or professional license that aligns with the Student Teacher's program of study, and will ideally have earned a Master's degree. Cooperating Teachers should be considered master teachers in their schools/districts and be comfortable using evaluation instruments and standard observation, feedback, and coaching strategies to assist student teachers in the development of the management and instructional skills necessary to become effective and competent educators.

Responsibilities of the Cooperating Teacher include, but are not limited to:

- Review all welcome materials including the Student Teaching Handbook, TaskStream Instructions, and Orientation PowerPoint. If possible, attend the Cooperating Teacher Orientation Teleconference offered by the University.
- Meet the Student Teacher prior to the practicum. Communicate expectations, policies, material, and curriculum requirements for the first days/weeks of the experience. Please note that the Student Teacher is expected to work the same hours as a contracted teacher.
- Assist in orienting the Student Teacher to the school, classroom, and students, including all policies, rules, and regulations.
- Supervise and observe the Student Teacher on a daily basis. Provide prompt and substantive feedback regarding all performance activities and interactions with school personnel, students, and parents.
- Create a schedule that gradually steps the Student Teacher into the observation/teaching cycle. The Student Teacher should begin the experience as an observer and then incrementally be given additional instructional responsibilities in the classroom. At a minimum, the Student Teacher should be fully in charge of classroom instruction three to four weeks during the experience (two weeks per ECH setting).
- Immediately inform the Faculty/Site Supervisor and Field Placement Administrator of any concerns regarding the Student Teacher's progress or performance.
- Encourage the Student Teacher's development. Expect that learning will occur and mistakes may be made.
- Set and communicate standards for daily lesson plans. Provide an overview of long-range plans for the classroom, samples of lesson plans, and a framework for review prior to implementation.

- Require the Student Teacher to submit lesson plans a minimum of 48 hours in advance (or as directed) to ensure ample time for evaluation. Review lesson plans and provide constructive feedback as needed.
- Provide guidance and support regarding the development of the [Teacher Work Sample](#), [Professional Growth Plan](#), and any other state, program, or version specific artifacts. These documents are submitted by the ST to their seminar courses for grading and evaluation. The CT does not grade these artifacts.
- Review and enforce the attendance policy. The Student Teacher is to notify you, the Faculty/Site Supervisor, and Field Placement Administrator immediately of the absence and then return the [Absence Form](#) to the Field Placement Administrator within three working days. Absences are reserved for emergency or illness only. All missed days must be made up at the end of the practicum. More than five absences (excluding inclement weather days) will result in the automatic termination of the student teaching experience.
- Communicate the Student Teacher's progress to the Faculty/Site Supervisor and Field Placement Administrator via face-to-face discussion, email, or telephone contact.
- Collaborate with the Faculty/Site Supervisor to assist the Student Teacher in developing and remediating identified skill and knowledge deficiencies throughout the student teaching experience.
- Complete and release the Midterm and Final Evaluations via TaskStream by the established due dates. Completed evaluations must offer *substantive* comments regarding the Student Teacher's performance. Review the evaluations with the Student Teacher prior to releasing it in TaskStream.
- Collaborate with the Faculty/Site Supervisor on the Student Teaching Grade Form. The Faculty/Site Supervisor is ultimately responsible for the student teacher's final student teaching grade. However, the Cooperating Teacher's input is critical for consideration.
- Submit a W-9 form to the designated University representative to receive payment for services (unless otherwise directed by the state or school district). The stipend is processed upon the completion of the student teaching practicum and all required duties. Please note that a failure to comply with the above policies may result in a reduction/withholding of the stipend.
- Please note that the University or host institution has the right to remove, reassign, or discontinue the student teaching practicum if reasonable cause exists.

RESPONSIBILITIES OF THE FACULTY/SITE SUPERVISOR

The faculty member or site administrator assigned by the University of Phoenix to supervise individual Student Teachers through their field experiences and to work collaboratively with the Cooperating Teacher is an important ingredient in student teaching success. The Faculty/Site Supervisor serves as an ongoing resource for the Cooperating Teacher in the school, and monitors and evaluates the Student Teacher's progress. Considering this responsibility, the supervisor should have at least one year of administrative or supervision experience, hold a valid administrative certificate or professional license, and have a master or doctoral degree. Supervisors should be comfortable using evaluation instruments and standard observation, feedback, and coaching strategies to assist student teachers in the development of the management and instructional skills necessary to become effective and competent educators.

The Faculty/Site Supervisor is responsible for observing and evaluating candidates during student teaching. This is accomplished through scheduled observation and feedback sessions with candidates. It is up to the supervisor to determine a student's supervision schedule in consultation with the Cooperating Teacher to create an individualized plan which best suits the needs of the Student Teacher. The Student Teacher may also indicate a need for more intensive supervision for a period of time or because of issues with a particular skill. It is the University's intent that all student teaching experiences are individualized based upon a candidate's performance and progress in the classroom.

Responsibilities of the Faculty/Site Supervisor include, but are not limited to:

- Review all welcome materials including the Student Teaching Handbook, TaskStream Instructions, and PowerPoint.
- Make initial contact via phone, email, or face-to-face with the Student Teacher and Cooperating Teacher prior to the student teaching practicum. During this meeting please establish a working relationship with the Student Teacher, Cooperating Teacher, and local administrator (as applicable) and provide detailed expectations regarding the student teaching practicum and evaluation process.
- Review and enforce the attendance policy. The Student Teacher is to notify you, the Cooperating Teacher, and Field Placement Administrator immediately of the absence and then return the [Absence Form](#) to the Field Placement Administrator within three working days. Absences are reserved for emergency or illness only. All missed days must be made up at the end of the practicum. More than five absences (excluding inclement weather days) will result in the automatic termination of the student teaching experience.
- Require weekly communications from the Student Teacher; review reflections and respond as needed.

- Review submitted lesson plans and provide constructive, substantive feedback as needed.
- Provide guidance and support regarding the development of the [Teacher Work Sample](#), [Professional Growth Plan](#), and any other state, program, or version specific artifacts. These documents are submitted by the Student Teacher to their seminar courses for grading and evaluation. The Faculty/Site Supervisor does not grade these artifacts.
- Conference periodically via phone, email, or face-to-face with the Cooperating Teacher to discuss the Student Teacher's performance/progress and answer any questions.
- Conduct a minimum of two informal, onsite observations and evaluations (using either Informal Observation Form or typed observation notes) for each assigned Student Teacher. The informal evaluation visits must be a minimum of 45 minutes in length.
- Conduct a minimum of two formal, onsite observations and evaluations for each assigned Student Teacher. The evaluation visits for the midterm and final must be a minimum of 45 minutes in length.
- Complete and release the Midterm and Final Evaluations and Student Teaching Grade Forms via TaskStream by the established due dates. Please collaborate on the grade forms with the Cooperating Teacher. Completed evaluations must offer *substantive* comments regarding the Student Teacher's performance. Review the evaluation and grade form with the Cooperating Teacher and Student Teacher prior to releasing it in TaskStream. Please note that the Student Teacher must earn a "B" or better on the Midterm and Final student Teaching Grade Forms (at least 42 out of 50 on the evaluation matrix). If the Student Teacher earns less than a "B" on either grade form, they will automatically be withdrawn from student teaching. Please note that the ECH program does not require a midterm grade form.
- Attach Informal Observation Form or typed informal observation notes to the midterm grade form, for the first informal visit and to the final grade form to the second informal visit.
- Immediately notify the Field Placement Administrator of any concerns related to the Student Teacher's or Cooperating Teacher's performance as well as any other issues that warrant administrative attention.
- Participate in the creation and implementation of a remediation plan if additional support is deemed necessary.
- Adhere to all policies and procedures for the host institution, including upholding the laws and regulations associated with access to, and conduct on a military base.
- Non-Faculty members must submit a W-9 form to the designated University representative to receive payment for services (if a payment is applicable). W-9 forms are not required for University of Phoenix faculty members. Faculty stipends are processed using an internal document to be created and submitted by the Field Placement Administrator. The stipend is processed upon the completion of the student teaching practicum and all required duties. Please note that a failure to comply with the above policies may result in a reduction/withholding of the stipend.

- Faculty must read and comply with all policies listed in the *Expense Reimbursement Guidelines*. Prior to making travel plans, please confirm the proper procedure with the Field Placement Administrator. Travel reimbursement forms and receipts are submitted directly to the Field Placement Administrator.
- Please note that the University or host institution has the right to remove, reassign, or discontinue the student teaching practicum if reasonable cause exists.