



University of Phoenix®

**College of Education
Teacher Preparation Handbook
Arizona-Approved Programs**

Uploaded February 2025

Table of Contents

Welcome	4
Conceptual Framework.....	4
Supplemental & Professional Expectations	5
Supplemental & Professional Standards for Candidates in Teacher Preparation Programs.....	5
Definitions.....	5
Supplemental and Professional Standards	6
Supplemental and Professional Standards Indicators	6
CPAST Category: Pedagogy and Professional Dispositions Evaluations	7
Supplemental and Professional Standards Referral Process & Procedures	7
Field Experience	7
Purpose.....	8
Requirements	8
Additional Requirements	10
My Time Log	10
Documenting Hours	10
Placement Description.....	11
Reflection.....	11
Guided Field Experience (GFE)	11
What Is Guided Field Experience (GFE)?	11
What Is the Student’s Role?	11
GFE Documents	12
GFE Cooperating Teacher and Faculty Member Roles	12
Guidelines for the Classroom	12
Observation Techniques.....	14
Alternative Field Experience Settings	16
Student Teaching	16
Policies.....	17
Weeks Required.....	17
Responsibilities	18
Student Teaching Resources.....	22
Non-edTPA Student Teacher Resources.....	22
edTPA Student Teacher Resources	25

University Practicum Faculty Supervisor Student Teaching Resources	27
District Cooperating Teacher Student Teaching Resources	29
Suggested Schedules for Student Teaching	29
Attendance Policy	29
Student Teaching Evaluations.....	30
Secondary Education	30

Teacher Preparation Handbook

Welcome

Welcome to the Teacher Education Handbook. This resource provides candidates, faculty, and staff with information and documents designed to assist in the successful completion of the teacher education program. You will find information, instructions, and required forms related to program requirements.

The University of Phoenix's (UOPX) Teacher preparation programs educationally prepare you for certification in select states. **If at any point in the program you move to another state, your ability to continue in your program could be impacted.** In the event that you move, you must immediately update your current address with the University in your student portal whenever a change occurs. You must contact your Academic Advisor and EPS upon contemplating an address change to understand the effect of the change on your ability to progress in the program.

Conceptual Framework

The University of Phoenix College of Education Conceptual Framework provides the philosophical foundation and structure for developing educational professionals, centered around themes of professional practice. Themes are reflected in and emphasized throughout the coursework, candidate assessment, field experiences, and student teaching as appropriate. The University of Phoenix College of Education's vision is to prepare teachers with knowledge, skills, and dispositions aligned with the themes of professional practice in order to positively impact student learning with a dedication to equity and access for all students.

College of Education Conceptual Framework Summary Document

Keep each [Conceptual Framework theme](#), or "pie piece," in mind when exploring course topics. Consider the alignment between these theme(s) and course topics and objectives.

Click the Conceptual Framework image below to learn more and explore each theme.



Teacher Preparation Handbook

Supplemental & Professional Expectations

Candidates in P-12 College of Education programs at University of Phoenix participate in one or more site placements as part of their academic program. Degree candidates interact with students, parents/caregivers, school staff, and others in the school community during the field experience. As prospective educators, College of Education candidates are expected to represent the University as professionals, adhering to the ethics and standards of the profession, as well as the following standards, and the University's Student Code of Conduct.

1. The candidate is committed to reflection, assessment, and learning as an ongoing process.
2. The candidate believes that all students can learn and succeed and are adaptable to differentiated instruction.
3. The candidate maintains positive collaborative interpersonal interactions with faculty, students, and the school community.

Candidates' dispositions will be evaluated throughout the program by university staff, faculty, and school site personnel when visiting schools for fieldwork.

Supplemental & Professional Standards for Candidates in Teacher Preparation Programs

Candidates in programs leading to certification or licensure are subject to greater scrutiny because of their anticipated entry into a licensed profession. Additionally, candidates who will be interacting with members of the community, i.e. students, families, etc., participate in external activities as part of their academic program and are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where these activities occur.

In addition to being subject to the Student Code of Conduct, candidates are also expected to follow the Supplemental and Professional Standards for their respective program ("Standards"), as both address a candidate's affective attributes and disposition to be in the selected profession. Adherence to these standards includes off-site activities and locations when the candidate's behavior affects the reputation of the University and/or the integrity of the program.

A candidate's ability to satisfactorily meet the Standards is a matter of ongoing academic judgment made by the respective College. Additionally, University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure candidates refrain from unsafe or unprofessional practices.

Definitions

Academic Judgment: The College's assessment of whether the candidate's behavior demonstrates the attributes and disposition to be in the selected profession.

Candidate: Any student who enrolls in a licensure or certification program, or a program that has anticipated interactions with members of the community.

Off-Site Activities: Field Placement, Field Experiences, Rotation, Practicum, Internship, Preceptorship, or any other activity that is required as part of the candidate's program at a location other than the University classroom.

Teacher Preparation Handbook

Referral: Notice to the College that a candidate may be in violation of one or more of these standards.

Remediation Plan: The method the College uses to remediate the candidate to return to the program, if possible.

Supplemental and Professional Standards

1. The candidate is sensitive to community and cultural norms that pertain to the University classroom and off-site activities and locations.
2. The candidate contributes to a positive climate in the University classroom and all off-site activities and locations.
3. The candidate adheres to college, field, and agency site policies and procedures.
4. The candidate participates in off-site activities consistent with their respective professional practice, including satisfactory performance of all required skills specified.
5. The candidate meets all state-mandated requirements for certification and/or licensure.
6. The candidate only engages in practice for which they have been authorized or for which they have been educated/validated.
7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in themselves and those with whom they interact.
9. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
10. The candidate is committed to reflection and assessment and is open to receiving feedback.
11. The candidate is willing to give and receive help.
12. The candidate is a thoughtful and responsive listener.
13. The candidate maintains a pattern of meeting requirements in courses and external placements.
14. The candidate demonstrates a commitment to keeping abreast of new technology, ideas, and understanding in their chosen field.
15. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional in their field.
16. The candidate is responsible for personal transportation to and from off-site activities.
17. The candidate maintains professionalism and confidentiality in all settings, including virtual settings.
18. The candidate is committed to establishing a safe and supportive environment.

Supplemental and Professional Standards Indicators

[Standards and Dispositions Indicators](#) complement the Supplemental Standards for Candidates in College of Education Teacher Programs. Candidates, faculty, and staff use the indicators to determine if candidates are adhering to professional expectations within the field of education.

Teacher Preparation Handbook

CPAST Category: Pedagogy and Professional Dispositions Evaluations

During Student teaching, candidates are evaluated using the Candidate Preservice Assessment of Student Teaching (CPAST) evaluation instrument. If a candidate does not meet expectations during the midterm and/or final Student teaching evaluations, they are referred through the supplemental and professional standards process for coaching and development purposes. The referral will provide candidates with information on the specific domains they are lacking skills to be successful as an educator. Review the [CPAST Category: Pedagogy and Professional Dispositions Evaluations](#) for more information about the domains.

Supplemental and Professional Standards Referral Process & Procedures

Upon notice that a candidate may not be meeting one or more of the Standards, the College will review the information, the candidate's history, and any additional information that will assist in appropriately addressing the issue(s) presented. If the respective College determines that a candidate may not be meeting one or more of the Standards, they may file a Referral.

Referrals provide the College the opportunity to review the candidate's behavior and determine whether counseling, remediation, or withdrawal from the program is appropriate. The process is designed to be remedial, as the goal is for candidates to understand what is expected of them to be successful in their profession.

If at any time during the process the candidate fails to meaningfully participate, the College may recommend the student be withdrawn from the program. Program withdrawals must be approved by the College Dean.

Candidates are not permitted to have representation by an attorney or any other third party at any time during the process.

This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Candidates charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions under that policy **in addition to** these standards. A Student Code of Conduct charge may be the basis for a Referral if the underlying incident indicates these Standards have not been met. Similarly, a Referral may be the basis for a Student Code of Conduct charge.

Candidates are not subject to expulsion for a Standards violation, only for a violation of the Student Code of Conduct if found responsible. A detailed outline of the Supplemental and Professional Standards Referral Process & Procedures can be found in the [Academic Catalog](#) (Online Catalog, starting on page 89).

Field Experience

Field experience is an important part of any education degree program. The field experiences are integrated with content from coursework and allow opportunities for teacher candidates to observe and obtain first-hand experience in P-12 classrooms. It is important for candidates to get a variety of field experiences during the program.

Teacher Preparation Handbook

Purpose

Field experience is designed to provide you with the opportunity to observe and interact with experienced teachers, P-12 students, support staff, and administrators in diverse school environments and to participate in professional development activities. It is also your opportunity to make connections that may open the door for a potential student teaching site placement.

Prior to student teaching, field experience enables you to participate in hands-on daily classroom practices such as tutoring and one-on-one, whole-group, and small-group instruction in a variety of grade levels and content areas.

Requirements

Hours Required

Beginning with the first course and throughout your program, students in undergraduate and graduate initial teacher licensure degree programs are required to complete a minimum of 100 hours of verified field experience. Candidates enrolled in the Graduate Certificate programs (non-MAED) must complete a minimum of 60 hours of field experience. Field experience must include a variety of developmental levels within an appropriate program/certificate-aligned setting and must be completed prior to student teaching. Approximately 30 of these hours are satisfied through assigned field experience activities in some of your courses, while the remaining hours are identified and completed independently. You may spend no more than 25 hours in the same classroom or with the same teacher.

NOTE: Some states require more than the program required 100 hours to be eligible for teacher certification. For more information about your state's certification requirements visit your state on [Teacher Licensure Disclosure webpage](#).

Grade/Age Levels

The majority of your field experience hours should be completed in a variety of developmental levels appropriate for your program. For example, K-8th grade aligns to Elementary candidates, birth through 3rd grade aligns to Early Childhood candidates (a balanced mix of experience in both preschool and primary classrooms), K-12th grade aligns to Special Education candidates, and 6-12th grade levels align to our Secondary candidates. These are only examples and not a comprehensive list. Consult with your Progression Education Program Specialist for additional guidance, as there may be different grade/age ranges appropriate for your program/state that are not highlighted in these examples.

Appropriate Settings

Most field experiences must be completed in a classroom setting (see **Alternative Settings** for exceptions). It is required that you schedule field experiences at diverse schools and districts based on varying factors, such as socio-economic level, ethnicity, rural/urban setting, presence of English-language learners, student ability levels, etc.

Field experience hours **cannot** be satisfied through clinical practice (student teaching) activities.

Students who are currently working in a school may be eligible to satisfy up to 25% of their required field experience hours through approved education-related work activities. Education-related work activities must occur after you begin your program, be aligned to industry standards, and be verified by a school or district administrator.

Teacher Preparation Handbook

Some examples of education-related work experience are included in the [Student Time Logs \(Non California Student Candidates\) tutorial](#). If you wish to have education-related work experience considered for approval, document your experience in My Time Log for review and approval (see My Time Log and Documenting Hours for additional information).

Assigned (Course-Embedded) Field Experience

The assigned field experience required in your coursework will account for approximately one-third of the required field experience hours needed for your program. Consult with your instructor and course syllabus for complete assignment details. These course-embedded field experience assignments are not optional. You must complete them as a requirement of your program.

See **Alternative Settings** below for more information.

The following matrices will help you identify courses in your program that require a field experience activity including when to complete Guided Field Experience (GFE).

The following matrices will help you identify courses in your program that require a field experience activity including when to complete Guided Field Experience (GFE).

- [Bachelor of Science in Education/Early Childhood Field Experience Matrix](#)
- [Bachelor of Science in Education/Elementary Education Field Experience Matrix](#)
- [Continuing Teacher Education Field Experience Matrix](#)
- [Master of Arts in Education/Special Education Field Experience Matrix](#)
- [Master of Arts in Education/Teacher Education-Secondary Field Experience Matrix](#)
- [Master of Arts in Education/Teacher Education-Elementary Field Experience Matrix](#)
- [Graduate Certificate – Elementary Field Experience Matrix](#)
- [Graduate Certificate – Secondary Field Experience Matrix](#)
- [Graduate Certificate – Special Education Field Experience Matrix](#)

Arranging Field Experience

How you arrange field experience activities will vary depending on the procedures of each school or school district. Some schools or school districts may require that you be formally placed by the University of Phoenix and others may allow you to arrange the hours directly with the school or school district.

To determine the appropriate procedure, you must contact the school or school district directly. Be professional in your communication and ask the school or school district what you are required to do to conduct field experience in their school or school district.

Schools or school districts always have the discretion on who they allow to conduct field experience activities. You are **not guaranteed** a field experience placement for any onsite activities required for your program.

Placement set up by the University of Phoenix

If the school or school district requires it, the university will make a formal field experience request on your behalf. Contact your Education Program Specialist to begin the placement process. This type of

Teacher Preparation Handbook

placement may take 4–6 weeks to secure an appropriate setting to complete hours, so it is important to plan and submit the request well in advance.

Setting Up Your Placement

Family Member or Friend

It is acceptable to conduct field experience in the classroom of a family member or friend, including teachers of your children, provided the school or school district allows it. Even though you may have connections in the school or district, you are still considered a visitor. Always represent yourself in ways you would want a potential employer to see you and be sure to follow all field experience requirements and procedures of the school and district.

No Network Connections

If you do not have any connections within the school or district, please communicate your field experience needs with the school or school district of your choosing. Your needs may vary depending on factors such as a specific course assignment or grade range of your program.

Additional Requirements

The school or school district might require that you complete an additional background check through them and submit verification of clearance of any communicable diseases as part of its field experience procedures.

The school or school district may also require that you provide documentation from the University of Phoenix about your program and field experience requirements. If this documentation is needed, please request it from your Education Program Specialist.

My Time Log

My Time Log is a web tool for logging, reviewing, and approving field experience hours. This tool provides an enhanced experience for you, faculty, and staff and allows for better data tracking. It is important that you log your hours correctly, placing your entries in the correct template and under the appropriate phase of your program.

Review the following materials to learn more about My Time Log and contact your progression education program specialist (EPS) if you have any questions.

- [Student Time Logs \(Non California Student Candidates\)](#)
- [TaskStream to TK20 Transition FAQ](#)

Documenting Hours

You are required to record the time spent in each experience, provide a description of the placement, and reflect on the experience. This information should be inserted in My Time Log. Keeping notes by hand in a personal notebook is fine, but to meet program requirements you must summarize these notes in My Time Log. Each time entry must be submitted to the hosting teacher so they can confirm your hours. You will be required to export and email your My Time Log record to your Progression Education Program Specialists for review at selected times during your program.

Teacher Preparation Handbook

You may spend up to 25 hours in the same classroom or with the same teacher; however, the 25 hours cannot be documented all together in one reflection with one approval. No more than eight (8) hours can be documented for a single session. Each session you spend in the same classroom or with the same teacher must be documented separately with its own date, site details, reflections, and teacher approval.

Placement Description

Please collect as much information as possible about each school in which you complete a field experience, such as school demographics, diversity, enrollment numbers, type of school (private, charter, public, etc.). This information can be obtained through an interview with the classroom teacher or school administrator or the school or district website. There may also be school demographic information found on your state's Department of Education website or by visiting your state on the Teacher Licensure Disclosure webpage.

Reflection

You must answer all reflection questions for each field experience you complete. The questions are available to all candidates in TK20 and include the following themes:

- Describe what you did and/or observed during the experience.
- Consider the influence of school, family, and community on student learning,
- What have you gained from the experience that will help you grow and develop as a teacher?
- How was instructional technology utilized during the experience? How did it impact student learning?

For field experiences related to coursework, you will be required to complete an assignment in the class related to the field experience. Do not copy and paste your field experience-related class assignment into My Time Log as your reflection.

Guided Field Experience (GFE)

What Is Guided Field Experience (GFE)?

GFE is a course requirement in our initial teacher licensure programs, including graduate certificate programs. Candidates will be evaluated on their instruction and impact on student learning in select courses during their program (see sequences below). Candidates are required to instruct at least two group sessions; they may complete two small-group sessions if they are not able to obtain permission to teach in a whole-group setting.

What Is the Student's Role?

Candidates either work with the assigned Progression Education Program Specialist for placement or secure placement on their own as dictated by their district. The goal is to complete four 25-hour placements throughout the program.

Each candidate will work with the cooperating teacher at their placement site to determine the appropriate lesson and time for the GFE to occur. Additionally, for each GFE assignment, the candidate will complete and submit documentation in My Time Log. For instructions on submitting a guided field experience in My Time Log, refer to [Student Time Logs \(Non California Student Candidates\)](#).

Teacher Preparation Handbook

GFE Documents

To gain a better understanding of what you will do in a guided field experience, review the documents below.

- [Guided Field Experience Instructions](#)
- [GFE Teacher Consultation Outline](#)
- [Lesson Plan Template](#)
- [GFE/GCE Rubric for Classroom Teacher](#)
- [GFE/GCE Rubric for Faculty](#)

GFE Cooperating Teacher and Faculty Member Roles

What Is the Cooperating Teacher's Role?

The Classroom Teacher will work with the candidate to determine the appropriate lesson and time for the GFE to occur. The cooperating teacher will assist the candidate as necessary to support the three components of GFE:

- Pre-assessment
- Instruction
- Post-assessment and reflection

What Is the Faculty Member's Role?

Faculty members will evaluate the candidate's GFE assignment based on the completion of the assignment requirements and will provide candidates with coaching to improve their practice.

Guidelines for the Classroom

An abundance of knowledge can be gathered by hands-on experience through participation in P-12 classroom activities. Apply the following guidelines as you conduct each of your classroom field experiences to optimize your learning experience and maximize your educator knowledge base.

Be Professional

Remember to be professional. Your relationships with all school staff (principals, administrative staff, teachers, etc.) and students are important in your future career as an educator. Communicate clearly. Dress appropriately. Be courteous and respectful to the principals and teachers who are graciously allowing you into their classrooms. Remember, you are a guest in the school, and it is a privilege, not a right, to have access to their campus, faculty, and students. Review **Professional Expectations** for further information.

Below is a chart representing common standards for appropriate professional attire. As you prepare for your field experience and/or student teaching, please review the "Dos" and "Don'ts" of professional attire listed below. Please consider that there will likely be exceptions to the attire listed in this chart in an educational setting. For example, you may find that a suit is only appropriate during an interview or that tennis shoes are allowed on your school's campus. Please be sure to review your school site's expectations for professional attire (which may be listed in an employee handbook) and, when in doubt, always err on the side of more professional dress.

Teacher Preparation Handbook

Table 1. Professional Attire

Do	Don't	Depends on setting – verify with CT or School/District
Khakis/Dockers/Dress Slacks, worn at the waist	Shorts	Polo/golf shirts
Skirts, mid-thigh or longer	Mini skirts	Denim jeans or shorts
Capri pants, mid-calf or longer	Leggings or spandex	Athletic wear/sweats
Suits	Denim/corduroy/leather	Hats*
Button-down shirts with collars or blouses, short or long-sleeve	Sweatshirts/hoodies	Sneakers/tennis shoes
Sweaters	Crop tops/midriff exposed/spaghetti straps/tank tops	
Dress shoes or dress sandals	Flip flops, tennis shoes/sneakers	
	Clothing with holes, frayed ends	
	Exposed undergarments (bra straps, boxers), fishnet stockings	

* Head coverings for religious purposes are acceptable in any setting.

Be Proactive

- Once you have identified the school site to conduct your field experience and have received approval from the appropriate school authority, contact the cooperating teacher to develop a schedule to complete the field experience. Be sure to emphasize that you would prefer to participate in the class during instructional time.
- Call ahead if you cannot arrive at your scheduled time.
- Reschedule if your field experience occurs during lunch, recess, a planned field trip, or other events.

Be Prepared

- Bring note-taking tools with you to the field experience, such as: a notebook, clipboard, pen, pencil, tablet.
- Write down any questions you would like to ask the cooperating teacher, if time permits.

Be Involved

- Talk with the teacher before class to identify the expected learning outcomes and plan how you can be involved in the classroom activity.
- Some field experience activities only require (or permit) you to observe. Think of these field experience observations as “active observation”. It means active listening, professional engagement with the teacher, and critical thinking. It is the opportunity for applying theory you have learned in your coursework to real-life practice.
- Review Observation Techniques for more information.

Teacher Preparation Handbook

Be Objective

- Classroom experiences should be fact-based and unbiased. Your value judgments should not enter the classroom.
- Learn from the teachers to whom you are assigned; you will see instructional techniques that you may want to replicate, and you will see others that you will not want to model. The time that you spend with teachers, students, and classrooms will be invaluable to you as you begin your teaching career.
- Review Observation Techniques for more information.

Be Aware

Be aware of teachable moments – times when the activity you are participating in doesn't go quite as planned. Teachers are great at "seizing the moment." Make notes to determine if you can identify when the teacher seized a teachable moment and when they ignored such opportunities. You will learn a great deal by asking a teacher why certain things occur or do not occur in the classroom.

Be Thorough

As you take notes during the field experience, be thorough by noting specific details regarding classroom occurrences (e.g., instructional techniques, student responses, etc.), as well as the following basic information:

- Your name
- Date of the classroom field experience
- The name of the school where the field experience occurred.
- The grade level of the students
- The number of students, teachers, and other adults present during the field experience.

Observation Techniques

Before you begin the observation, find a location to sit where you are inconspicuous and **will not** cause any distractions.

The School Environment

- Notice the entire school first.
 - Location, building age, maintenance, parking, yard, and so on.
 - Pay attention to how you are welcomed to the office; sign in as a guest.

The Classroom Environment

When observing in a teacher's classroom, be alert and aware of the dynamics of the classroom. General Information to confirm and consider:

- Grade
- Number of children
- Teacher and teacher's aide (if there is one)

Teacher Preparation Handbook

- Time and date of visit (include length of visit)
 - How is the classroom set up?
 - How are the children's desks arranged?
 - Where is the teacher's desk located in the classroom?
 - Are bulletin boards, interest centers, and children's work displayed?
 - Consider the lighting, ventilation, and safety (no blocked doorways, for example). Is the room neat?
 - Are there working computers?
 - Are the computers turned on? Are they being used?

The Cooperating Teacher

- Notice the attire.
- Pay attention to the rapport with children.
- Take note of the lesson delivery, such as techniques and strategies used.
- Observe the classroom management style.
- Can you determine the instructional objectives for the lesson? Is a lesson plan being used?

The Lesson Details

- Can you identify the standard or standards being addressed?
- Does the lesson flow smoothly, or is it interrupted?
- How are children reacting to and receiving instruction? Do some students appear to be lost? Are some students inattentive? Is there discussion? Are questions being answered? Is higher-order thinking occurring?
- Is the discussion including many children, or just a few? Are only the same ones participating?
- Are children given time to complete their work? What is the teacher doing while the students complete their work? Are students provided with guided practice?
- What are the obvious behaviors of the children? Are some having trouble? What do the ones who finish early do?
- Is there an assessment at the end of the period? Is there closure to the lesson?
- How was the content delivered?
- If children are conducting research, are there adequate materials? Are children writing in their own words? What is the teacher doing?

Your Reactions and Impressions

- What did you like about the observation? Why?
- What would you do differently? Why?
- Ask the teacher questions about what you observed, if time permits.

Teacher Preparation Handbook

Best Practice

- Follow-up with a thank you note to the teacher you observed.
- Enter the details of your field experience session into My Time Log as soon as you return home.

Alternative Field Experience Settings

Summertime can be a challenging time for teacher candidates to locate appropriate sites for completing field experience. The ideal environment for teacher candidates to complete field experience is in a classroom setting under the supervision of a certified teacher. Some schools and districts have year-round or modified school year schedules or offer summer school programs. These would be the first choice for completing field experience hours during the summer months.

Alternatives

- If a school environment is not available to teacher candidates during the summer months, other acceptable opportunities may be available in the community. Alternative field experience opportunities should be instructor-led educational events for P-12 students. Examples may include but are not limited to the following:
 - Math or science camps, often sponsored by local school districts, colleges, or universities.
 - Educational programs at science centers, museums, and zoos.
 - Parent-teacher organization meetings (excluding their own child's school), school board meetings, grade level and content area meetings, and all-school staff meetings and training.
 - Workshops and conferences for educators (Teacher candidates can check with local school districts, the state department of education, local colleges and universities, and professional organizations for schedules of events.)
- Up to 10 hours completed in alternative settings can be logged by taking part in suggested activities.

Please Note the Following

If you do not have a classroom environment available, please reach out to your instructor to determine if an alternative setting is permitted to complete the assignment. If so, it's recommended that you complete the original field experience assignment in a formal classroom once possible. Document the experience in My Time Log.

Student Teaching

Student teaching is an integral component of the teacher preparation program. It provides candidates with full-time, field-based experience at the appropriate grade and content level. Candidates work with a cooperating teacher from a school site and with a University of Phoenix Practicum Faculty Supervisor. Candidates experience a supervision model during student teaching that utilizes observation, analysis, reflection, and conferencing components.

Additionally, candidates are responsible for completing topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The completion of

Teacher Preparation Handbook

each assignment is scheduled to coincide with Practicum Faculty Supervisor visitations and/or student teaching courses; the content of these assignments will form the basis for discussion at the visitations and/or during the courses. The student teaching experience is a full-time, 12-consecutive week hands on experience, designed to emphasize the achievement of state-specific standards leading to licensure and to present individuals with growth opportunities that best prepare them to assume the duties of a licensed classroom teacher.

Policies

Student teaching is a full-time experience. Please review the following policies:

1. Candidates must take the appropriate student teaching coursework concurrently with the onsite student teaching experience. If a candidate chooses to postpone the student teaching experience, they must postpone enrollment in the corresponding student teaching coursework.
2. Candidates must earn a "B" or better in all summative evaluations conducted in the student teaching experience as well as the final course grades. If a candidate receives less than a "B" (B- or lower, or a Withdrawal grade), they must repeat both the course AND the student teaching experience.
3. If a candidate is removed from student teaching by the school, district, or university, or executes an unapproved self-termination of student teaching, it is considered a failed attempt, and the course and experience must be repeated.
4. Student teaching and concurrent student teaching courses can only be repeated one time. Candidates must complete a Supplemental Standards process after their first failed attempt of the course or concurrent experience prior to being eligible for their second and final attempt at student teaching and the concurrent student teaching course(s).
5. Elementary, Secondary, and Early Childhood candidates may not student teach in a Special Education setting. Candidates seeking Special Education certification must be enrolled in either the MAED/SPE or CERT/G-SPE program and complete student teaching in a mild-moderate Special Education setting. Severe or profound Special Education settings are not acceptable for student teaching and do not align to our program.
6. It is recommended that candidates complete their student teaching block within twelve (12) months from the completion date of their last required course in the program. If candidates defer student teaching for more than one year, they may encounter changes in state examinations and/or other requirements for teacher licensure. Candidates will be responsible for complying with any new state credentialing requirements at the time student teaching is occurring until completed and they obtain their license.
 - a. Candidates who are contemplating delaying student teaching for more than a year may be subject to additional program and financial implications. Candidates are encouraged to consult with the Academic and Finance teams, in addition to the assigned Progressions Education Program Specialist, to discuss their options in advance.
7. Candidates will complete either a Teacher Work Sample or an edTPA portfolio, depending on their program and/or state requirements.

Weeks Required

Teacher candidates will complete a minimum of 12 weeks, consecutively, with the same cohort of school-aged students. Some schools, school districts, and states require candidates to complete more

Teacher Preparation Handbook

than the minimum required weeks of student teaching. Candidates must follow the placement guidelines of their school and school district of their University-approved placement. Candidates cannot make any changes to their placement setting or dates. For more specifics about the number of weeks required in your state visit the [State Licensure Requirements page](#).

Responsibilities

Candidate Responsibilities

The student teaching experience encompasses several components, including orientation, observations, planning, teaching, weekly deliverables, constructive feedback, and formal evaluation. The orientation period will be followed by a time of observation and limited classroom participation. This important phase of the experience is designed for the candidate to become acquainted with classroom procedures and materials.

It is essential that the student teacher notify both the University Practicum Faculty Supervisor and the cooperating teacher as soon as any concern with an assignment(s) arises. During the student teaching experience, the candidate needs to adhere to the requirements placed upon other teachers in the school district. This includes following the school/school district's calendar, attendance policy, call-in procedures, etc. It is essential that you discuss these expectations with the cooperating teacher prior to the start of the student teaching experience.

Attendance and Absences

If the candidate must be absent from the experience, they must call the University Practicum Faculty Supervisor, cooperating teacher, and clinical practice EPS as soon as they know they will be absent. The candidate is also required to send the absence form to the EPS within 3 days of the absence. Additionally, it is important to review the list of other important requirements and/or policies related to absences during the student teaching experience below.

1. The candidate must always have emergency lesson plans available for a substitute teacher.
2. The candidate may not take time off to attend events such as weddings, job fairs, travel, etc. It is important to note that up to five days of personal absences are allowed for emergencies or serious personal issues only and must be made up before the end of student teaching.
3. If the candidate is absent for more than five days, the candidate will be terminated and must retake student teaching and the coinciding coursework.
4. If more than two days are missed for inclement weather, they must be made up before the end of student teaching.
5. The candidate must contact the University Education Program Specialist immediately if they cannot complete the student teaching assignment for any reason.
6. To successfully complete the student teaching experience, the candidate is required to complete all the components of the student teaching experience including, course requirements, student teaching evaluations, and activities assigned by the Clinical Practicum Faculty Supervisor and in the student teaching seminar coursework.

Daily Lesson Plans

Written daily lesson plans are required of all candidates. The cooperating teacher should be considered a resource in this effort. The plans should be submitted to the cooperating teacher at least 48 hours prior to teaching the lesson. The candidate must also submit a minimum of one lesson plan per week in TK20 to the University Practicum Faculty Supervisor for review and feedback.

Teacher Preparation Handbook

Additional Responsibilities

Please review the following additional responsibilities that a teacher candidate will have as they complete different aspects of their student teaching experience.

Preparation

1. Contact your Practicum Faculty Supervisor and cooperating teacher to introduce yourself and schedule the orientation meeting.
2. Become familiar with the school's programs, calendar, policies, community, consumer base, and specific service offerings.
3. Contact the cooperating teacher prior to arrival at the school regarding the material they will
4. be responsible for as they start student teaching. The candidate must prepare any materials, lessons, etc. needed to begin student teaching.
5. Review the school's regulations. As a "co-teacher" in the system, the candidate will enforce the student regulations and observe the teacher regulations as if they were a contracted teacher in the school.

Observation, Collaboration, and Documentation

1. Participate in an observation cycle of master teachers noting routines, student learning styles, teaching style, delivery of curricula, and classroom management.
2. Confer with and/or observe teaching staff involved with students instructed in special programs or services (speech, English as a Second Language (ESL), honors (gifted) programs, special education, occupational therapy, physical therapy, etc.).
3. Study the school or school district's progress reporting system. The cooperating teacher will model collecting appropriate student class work, diagnosis, and writing/scoring the student progress report.
4. Collaborate with the cooperating teacher on designing and implementing the Teacher Work Sample or edTPA portfolio, as required, during the experience.
5. Develop lesson plans collaboratively with the cooperating teacher that satisfy state standards and local school/school district curricula.
6. Maintain informal anecdotal records (noting students' learning styles, teaching strategies, what works with students, positive experiences, reactions, etc.).
7. Collect artifacts and data for the electronic portfolio and maintain back-up copies of portfolio artifacts. Do not collect prohibited or protected artifacts or data.

Planning, Instruction, and Assessment

1. Carefully plan effective lesson plans.
2. Utilize a variety of teaching methods in the classroom.
3. Provide an effective learning environment for all students.
4. Maintain effective classroom management procedures.
5. Submit complete lesson plans to the cooperating teacher if a personal absence is taken due to an emergency or serious personal issue.

Teacher Preparation Handbook

6. Participate in the professional activities of a classroom teacher, including attending teacher work and/or in-service days.

Other Responsibilities

1. Complete the required number of weeks according to candidates' state Department of Education regulations and university requirements.
2. Adhere to university guidelines on substitute teaching. Candidates may substitute for their cooperating teacher for a maximum of two days during student teaching if the cooperating teacher must be absent, the candidate meets the school/district's requirements to sub, and the affiliation agreement between the district and the university allows it. Candidates may not substitute for other teachers during student teaching.
3. Complete end of experience surveys through TK20.

University Practicum Faculty Supervisor Responsibilities

The faculty member assigned by the University of Phoenix to supervise individual candidates during fieldwork and to work collaboratively with the cooperating teacher is an important ingredient in student teaching success. The Practicum Faculty Supervisor serves as an ongoing resource for the cooperating teacher in the school, and monitors and evaluates the candidate's progress. This faculty member must have a master's or doctoral degree and must have experience in supervision. Practicum Faculty Supervisors use evaluation instruments, standard observation, feedback, and coaching strategies to assist candidates in developing instructional and management skills during their time in the classroom.

The Practicum Faculty Supervisor is responsible for observing and evaluating candidates during student teaching. This is accomplished through observation and feedback sessions with candidates using the forms provided in TK20. It is up to the faculty member to determine each candidate's supervision schedule in consultation with the candidate's cooperating teacher to create an individualized plan to best suit the needs of the group. The candidate 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.

The responsibilities of the Practicum Faculty Supervisor are to:

1. Make initial contact with the cooperating teacher.
 - a. Describe expectations for the candidate and the role of the cooperating teacher.
 - b. Observe the candidate for the purposes of:
 - c. Monitoring candidate progress in an accurate manner.
 - d. Verifying attendance.
 - e. Troubleshooting problem areas.
2. Correspond periodically with the cooperating teacher to discuss the candidate's performance and to answer any questions.
3. Require the candidate to notify the Practicum Faculty Supervisor immediately of any emergencies or personal issues that result in an absence.

Teacher Preparation Handbook

4. Inform the candidate that any missed days must be made up (absence from teaching experience of **more than 5 days requires the candidate to withdraw** and re-take student teaching and coinciding seminar coursework).
5. Immediately notify the University of any concerns related to the candidate's performance, the cooperating teacher's support, or any other issues that warrant University administrative attention.
6. Communicate clearly and directly with the candidate at all times. It is imperative that graduates from the program are skillful, knowledgeable, and well-prepared. If the Practicum Faculty Supervisor has concerns about the content knowledge or performance of the candidate at any point in the experience, the faculty member should immediately report these concerns to the Program Chair.
7. Ensure that the cooperating teacher assists the candidate in developing and implementing Teacher Performance Assessment (edTPA) or Teacher Work Sample.
8. Conduct informal and formal evaluations of the candidate and submit these evaluations to TK20 by the communicated deadlines. This includes the midterm and final evaluation and grade forms. Weekly feedback and resources are also submitted to TK20.

Cooperating Teacher Responsibilities

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 key to the success of the experience. The cooperating teacher is a classroom teacher designated to oversee, evaluate, and provide feedback to the student teacher. The cooperating teacher should have at least three years of teaching experience, hold a professional license, and, ideally, possess a master's degree. These supervisors should have demonstrated experience and excellence in classroom management; student engagement; lesson planning, delivery, differentiation, and assessment; and mentorship of teachers and teacher candidates.

Cooperating teachers will use evaluation instruments, standard observation, feedback, and coaching strategies to assist student teachers in developing their instructional and management skills during their time in the classroom. The University provides a stipend for professional services to the cooperating teacher in accordance with school/district and state guidelines.

The responsibilities of the cooperating teacher are to:

1. Facilitate development of the edTPA portfolio or Teacher Work Sample.
2. Provide time for the edTPA or the Teacher Work Sample to be implemented in the classroom.
3. Assist in orienting the student teacher to the school, classroom, and the students, along with school district policies, rules, and regulations.
4. Supervise the student teacher on a regular basis.
5. Phase the student teacher into the teaching/observation cycle. Candidates will begin their experience acting as an observer and will gradually expand their responsibilities in the classroom. The student teacher must be fully in charge of classroom instruction for a minimum of three weeks of the experience. The suggested schedule may differ, per student, and when a candidate is completing the experience, as a teacher of record.
6. Provide prompt and substantive feedback to the student teacher regarding all performance activities and interactions with school personnel, students, and parents/caregivers.
7. Work with the student teacher to develop a schedule of responsibilities.

Teacher Preparation Handbook

8. Set and communicate standards for the daily lesson plans that the student teacher is expected to develop.
9. Review the student teacher's lesson plans to allow for revisions where necessary.
10. Communicate the student teacher's progress to the University Practicum Faculty Supervisor on a weekly basis, if not more frequently, as needed. This communication is established by the University Practicum Faculty Supervisor for the purposes of on-going performance review.
11. Complete evaluations of the student teacher's progress using the forms provided in TK20.
12. Complete a mid-term and final evaluation using the forms provided by the University, review with the student teacher, and submit them within TK20 evaluation system.
13. Collaborate with the University Practicum Faculty Supervisor to assist the student teacher in developing identified skill and knowledge deficiencies throughout the student teaching experience.
14. Immediately inform the Practicum Faculty Supervisor of any concerns regarding the student teacher.
15. Establish a daily/weekly time to talk with the student teacher about their activities, impressions, reflections, suggestions for goals, and areas of strength and improvement.

Student Teaching Resources

Non-edTPA Student Teacher Resources

Teacher Work Sample Overview

All candidates are required to complete a Teacher Performance Assessment as part of their program and/or to meet state certification requirements. The Teacher Work Sample (TWS) performance assessment requires you to teach a comprehensive unit. You will accomplish this by completing the tasks, and corresponding prompts, associated with each of the Standards addressed in this assessment.

View the [Teacher Work Sample Overview](#) module to further your understanding of the TWS performance assessment.

General Resources

Review the general student teaching resources below to ensure that you are prepared for your student teaching experience.

- [Lesson Plan Template](#) – If your school does not have a formal, in-depth lesson plan model, please use this attachment when creating your lesson plans. If your school's model is similarly in-depth, you may ask the Practicum Faculty Supervisor if you can use the school/school district template.
- [Non-edTPA Student Teaching Orientation](#) – This PowerPoint outlines student teaching, discussing your practicum, corresponding seminar courses, and your all-important midterm and final evaluations.
- [Standard Orientation Checklist](#) – Before beginning your student teaching, your Practicum Faculty Supervisor reviews this checklist with you and your Cooperating Teacher.
- [Student Teacher/Intern Tk20 User Guide](#) – Tk20 is the system to which you will upload lesson plans and enter weekly reflections throughout the student teaching experience. This is also where

Teacher Preparation Handbook

you access written and evaluation feedback and the Midterm/Final evaluation grade forms you will submit within the seminar coursework. This helpful guide walks you through these processes.

- [Student Teaching Practicum – Networking Guide](#) – How can you make a good impression and ensure you are meeting expectations? Here are some helpful tips based on past students' experiences.

FAQs

1. What is the recommended schedule for student teaching?

- The Education Program Specialist (student teaching) will be in contact with the Cooperating Teacher and Candidate regarding required evaluation due dates. Please abide by these due dates and inform the Education Program Specialist should any adjustments be needed. While most of our students will complete 12-week practicums, some states and districts vary. Each student and teacher will receive confirmation of this information within the approval and welcome email.
- Sample Suggested Schedules:
 1. [12-14 Week Suggested Schedule](#) – Suitable for 12-to-15-week Early Childhood, Elementary, Secondary, and Special Education settings
 2. [12-14 Week Suggested Schedule – Own Classroom Candidates](#)
 3. [15-16 Week Suggested Schedule with 6 Faculty Supervisor Visits](#) – This schedule applies to states and districts who require 15 – 16 weeks and 6 Supervisory visits.
 4. [6-Week Suggested Schedule](#) – Early Childhood Education – remaining dual placements only.

2. What is the student teaching attendance policy?

- Student teaching is a **full-time responsibility**. Students should work the same **contracted** hours as the Cooperating Teacher. Should an unexpected need arise for an absence from Student teaching, including snow/inclement weather days, family emergency, jury duty, or catastrophic event (ex.: a mass casualty, shelter in place mandate, etc.) you must:
 1. **Notify** your Cooperating Teacher, Practicum Faculty Supervisor, and Education Program Specialist by phone or email to explain the absence.
 2. **Provide** your Cooperating Teacher with plans to cover any missed lessons.
 3. **Submit** an Absence Form to your Education Program Specialist within three working days of the absence (form attached below).
- **Note:** 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 school closure days) are missed over the course of the practicum, student teaching will be terminated, and the practicum deemed “unsuccessful.”
- **Exception:** If three or more days are missed due to school closure or jury duty, those days must be made up at the end of the student teaching experience. Please report all school closure days using the absence form. i.e. Two school closure days will be considered excused– the third and all following, will be made up by adjusting the end date. School closure or jury duty days will not count against your personal absences.

Teacher Preparation Handbook

- [Candidate Absence Form](#)
3. How will I be evaluated during Student teaching?
- We use an evaluation tool called CPAST for all student teaching evaluations.
 - [Evaluation forms are accessed through TK20 \(access to TK20 is given prior to the commencement of student teaching\)](#)
4. I've finished my student teaching. What are my next steps?
- Helpful Items:
 1. [Graduation and Certification Requirements – Student Checklist](#): This document lists program (degree) requirements for UOPX compared to and distinguished from your state's specific certification requirements (granted by the state Departments of Education). Students are responsible for researching and understanding both, as additional steps may be required to meet one's state requirements. Please review the UOPX [State Licensure Requirements page](#).
 2. [AZ Institutional Recommendation Form \(AZ IR\) – Arizona Certification Only](#): For Arizona Certification only, once a student officially graduates, the College of Education credentialing team notifies the Arizona Department of Education. You will be notified once this occurs and prompted to work directly with the Arizona Department of Education to apply for your teaching certificate.
 3. [Digital FERPA Release Form Instructions](#): Digital FERPA instructions, giving University of Phoenix permissions to release documentation to a 3rd party. This will be required if you have a document that is REQUIRED to be sent directly to them. All other items will be sent to your home address.
 - End-of-Program Process:
 1. **Finish** your seminar courses successfully, earning a "B" or better.
 2. Once courses are successfully completed, an auto-generated graduation application will become available. Please complete the graduation application as soon as possible. Reach out to your academic counselor with any questions.
 3. **Research** your state's requirements (or Arizona if applicable) for licensure. Licensure is granted through the State Department of Education, not through the University. Please start by visiting our [State Licensure Requirements page](#) to review the steps for applying for licensure in all the states where we offer our programs/certificates.
 4. If your state requires that UOPX signs any **documentation** to verify your program requirements, submit the form(s) to your Education Program Specialist within 1 year (subject to change) of the completion of your successful student teaching activities. (All required exams and fingerprinting must be successfully completed first.) As an Arizona Institution, we can provide Arizona's required form, called the Institutional Recommendation (IR). Please see the attachment above.
 5. **Submit** all required documents to your applicable State Department of Education for licensure.

Teacher Preparation Handbook

edTPA Student Teacher Resources

edTPA Overview

All candidates are required to complete a Teacher Performance Assessment as part of their program and/or to meet state certification requirements. If you are unsure whether you need to complete edTPA please consult with your Education Program Specialist.

edTPA is a pre-service teacher assessment process designed by professional teachers to prepare teacher candidates with the skills necessary to maximize their students' learning potential. edTPA is comparable to other professional licensing exams (i.e. attorney's bar exam, registered nurse exam, architect exam) that demand applications of skills in the profession. In order to prepare and assess teacher candidates, edTPA includes multiple assessments of teaching (planning, instruction, assessment, and teaching analysis).

View the Introduction to edTPA module to further your understanding of edTPA and how to get started.

Other edTPA Resources

- [edTPA Student Resources](#) – Access this page on COE Central for more information about edTPA, to locate your content-specific materials and resources, and review additional edTPA resources provided by the College of Education.
- [edTPA Orientation Checklist](#) – Your practicum faculty supervisor will go over this checklist with you and your cooperating teacher in your orientation meeting.
- [edTPA Student Teacher Orientation](#) – Review this presentation prior to beginning your practicum and ask for clarification from your Education Program Specialist (EPS).
- [edTPA Testing Information and Resources](#)
- [Official edTPA Site](#) – Access the official edTPA website to learn more about the edTPA, including additional candidate support resources and online trainings.
- [Student Teaching/Intern TK20 User Guide](#) – This is the system you will be submitting items to throughout your student teaching experience. This helpful source will guide you through the submission process.

FAQs

1. **What is the recommended schedule and attendance policy for Student teaching?**
 - Student teaching is a **full-time responsibility**. Students should work the same **contracted** hours as the Cooperating Teacher. Should an unexpected need arise for an absence from student teaching including snow/school closure days, you must:
 1. Notify your Cooperating Teacher, Practicum Faculty Supervisor, and Education Program Specialist either by phone or email, to explain the absence.
 2. Provide your Cooperating Teacher with plans to cover any missed lessons.
 3. Submit the Absence Form to your Education Program Specialist within three working days of the absence (form attached below).
 - **Note:** Any missed days due to personal reasons must be made up at the end of the student teaching. If **more than five days** (excluding school closure days) are missed over the course of the practicum, student teaching will be terminated, and the practicum deemed “unsuccessful.”

Teacher Preparation Handbook

- **Exception:** If three or more days are missed due to school closure (causing a school closure) those days must be made up at the end of the student teaching experience. Please report all school closure days using the absence form. i.e. Two school closure days will be considered excused– the third and all following, will be made up by adjusting the end date. School closure days will not count against your personal absences.
- **Suggested schedules** are below, based on the typical 12-week requirement. Should your state or program differ, please adjust accordingly.
 1. [12-14 Week edTPA Suggested Schedule](#) – Suggested schedule for candidates.
 2. [edTPA Own Classroom Suggested Schedule](#) – Suggested schedule for students teaching in their own, contracted classroom.
 3. [15-16 Week Suggested Schedule with 6 Faculty Supervisor Visits](#) – This schedule applies to states and districts who require 15 – 16 weeks and 6 Supervisory visits.
 4. [Student Teacher Absence Form](#) – Please submit signed form within 3 days of an absence.

2. How will I be evaluated during student teaching?

Your TK20 field experience binder will be built by a week before your student teaching start date. At that time, you can view a blank copy of the CPAST evaluation form by going to the field experience tab in TK20, clicking on the binder link, and viewing the CPAST midterm or CPAST final form under the assessment tab.

3. I've finished my student teaching. What are my next steps?

- Helpful Items:
 1. [Graduation and Certification Requirements – Student Checklist](#): This document lists program (degree) requirements for UOPX compared to state certification requirements (granted by the State Departments of Education). Students are responsible for researching and understanding both, as additional steps may be required to meet one's state requirements.
 2. [AZ Institutional Recommendation Form \(AZ IR\) – Arizona Certification Only](#): For Arizona Certification only, to be submitted after student has graduated. Send us page 3 and we will add page 4 and send it back to you at the address you have listed in your student file.
 3. [Digital FERPA Release Form Instructions](#): Digital FERPA instructions, giving University of Phoenix permissions to release documentation to a 3rd party. This will be required if you have a document that is REQUIRED to be sent directly to them. All other items will be sent to your home address.
 4. [Graduation and Certification Process Map and FAQs](#): GREAT resource for upcoming graduates! This document covers the graduation process and paperwork for certification.
- **Print** the above “**Graduation and Certification Process Map and FAQs**” and the “**Graduation and Certification Requirements – Student Checklist**” documents for your convenience in following your progress and anticipating next steps. The process is simplified for easy understanding.
- End-of-Program Process:

Teacher Preparation Handbook

1. **Finish** your seminar courses successfully, earning a “B” or better.
2. Work with your academic counselor to **apply for graduation** once your official grade posts in your last seminar course.
3. **Research** your state’s requirements (or Arizona if applicable) for licensure. Licensure is granted through the State Department of Education, not through the University. Please start by visiting our [State Licensure Requirements page](#) which has information about the steps for applying for licensure in all the states we offer our programs.
4. If your state requires that UOPX signs any **documentation** to verify your program requirements, submit the form(s) to your EPS within 1 year (subject to change) of the completion of your student teaching program. (All required exams and fingerprinting must be successfully completed first.) As an Arizona Institution we can provide Arizona’s required form, called the Institutional Recommendation (IR). Please see attachment above.
5. **Submit** all required documents to the applicable State Department of Education for licensure.

University Practicum Faculty Supervisor Student Teaching Resources

Review the resources listed under each heading below to prepare for your role as a student teaching university practicum faculty supervisor.

General Resources

- [FS Annual Information Updates](#)
- [Tips for Successful Supervision](#)
- [Teacher Work Sample Talking Points](#) (TWS discussion check-in for candidate)
- [Weekly Reflection Questions](#) – Suggested weekly reflection questions for your student teacher in TK20.
- [Faculty Supervisor TK20 User Guide](#)

Suggested Schedules for Student Teaching

- [12-14 Week Suggested Schedule](#) – 4 visits – Early Childhood, Elementary, Secondary, & Special Education settings
- [12-14 Week Suggested Schedule – Own Classroom](#)
- [15-16 Week Suggested Schedule](#) – This schedule applies to states and districts that require 15–16 weeks and 6 Supervisory visits.
- [6-Week Suggested Schedule](#) – Early Childhood Education – For students residing in states where separate, six-week placements are required.

Note: Please be aware of state regulatory requirements (see the **Weeks Required** section). The Program Chair will notify the Practicum Faculty Supervisor of the weeks required and evaluation due dates. Please abide by these due dates and inform the Program Chair should any adjustments be needed.

Teacher Preparation Handbook

Expense Resources for Practicum Faculty Supervisors

- [UOPX Faculty Expense Manual](#)

Initial Visit/Orientation with Student Teacher and Cooperating Teacher

- [Standard Orientation Checklist](#) – **Required** – The Orientation Checklist may be used to guide the Orientation visit with the Cooperating Teacher and Candidate. Upon completion of the Orientation, all individuals will complete an electronic acknowledgment of the visit within TK20.
- [Supervisor to Student Talking Points](#) – Please review with your candidate before experience begins.

Informal Visits

Practicum faculty supervisors will complete a minimum of one informal visit, typically in week three of the experience. The observation will be documented in TK20 **and discussed with the candidate**.

- [Informal Observation CFAST](#)

Formal Visits

Formal Evaluation visits are scheduled at the half-way point (midterm) and end of the student teaching experience (final), and are pre-arranged with the Candidate, Cooperating Teacher, and Practicum Faculty Supervisor. Cooperating Teachers submit a midterm and final evaluation in TK20 as well. The midterm and final **grade forms** are **submitted by the Practicum Faculty Supervisor** in TK20 and **completed in collaboration** with the **Cooperating Teacher**.

What if I have questions about TK20?

Please review the [Faculty Supervisor TK20 User Guide](#) for detailed instructions.

edTPA Toolkit (For states or programs requiring edTPA only)

Currently required for students in edTPA consequential states NC, UT, and WV and for students in our MAED/TED-Elementary and Secondary programs. EdTPA student and faculty resources can be found via Toolkits >edTPA Student Resources and edTPA Faculty and Site Supervisor Resources.

Attendance Policy

Student teaching is a **full-time responsibility**. Should an unexpected need arise for an absence from student teaching, including school closure days, the candidate must:

1. **Notify** the Cooperating Teacher, Practicum Faculty Supervisor, and Education Program Specialist either by phone or email, to explain the absence.
2. **Provide** the Cooperating Teacher with plans to cover any missed lessons.
3. **Submit** an Absence Form to the Education Program Specialist within three working days of the absence.

Note: 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 school closure days) are missed over the course of the practicum, student teaching will be terminated, and the practicum deemed “unsuccessful.”

Teacher Preparation Handbook

Exception: If three or more days are missed due to school closures or jury duty, those days must be made up at the end of the practicum experience. We will need an absence form for any missed days for records purposes.

- [Candidate Absence Form](#)

District Cooperating Teacher Student Teaching Resources

General Resources

- [Cooperating Teacher Orientation PowerPoint – Non-edTPA](#)
- [Cooperating Teacher Orientation PowerPoint – edTPA](#)
- [Cooperating Teacher Responsibilities – Non-edTPA](#)
- [Cooperating Teacher Responsibilities – edTPA](#)
- [Cooperating Teacher Responsibilities – Own Classroom Candidate – Non-edTPA](#)
- [Cooperating Teacher Responsibilities – Own Classroom Candidate – edTPA](#)
- [Cooperating Teacher Guidelines](#)
- [W-9 for Cooperating Teachers](#) – Please note: some districts require cooperating teachers to be paid via the district or school, rather than receiving direct payment. Please check with your school/school district HR to confirm the protocol.
- [Standard Orientation Checklist](#)
- [Informal Observation CPAST](#) (optional for CT) – Optional form for the cooperating teacher to provide informal feedback to the candidate on progress during the experience.
- [edTPA Lesson Segment Template](#)

Suggested Schedules for Student Teaching

- [12-14 Week Suggested Schedule](#) – 4 visits – Early Childhood, Elementary, Secondary, & Special Education (Standard Programs)
- [12-14 Week Suggested Schedule – Own Classroom](#)
- [15-16 Week Suggested Schedule](#) – This schedule applies to states and districts who require 15–16 weeks and 6 Supervisory visits.

The Education Program Specialist (EPS) will be in contact with the cooperating teacher and candidate regarding required evaluation due dates. Please abide by these due dates and inform the EPS should any adjustments be needed. Please be cognizant of state regulatory requirements (see the **Weeks Required** section above).

Attendance Policy

Student teaching is a **full-time responsibility**. Should an unexpected need arise for an absence from student teaching, including school closure days, the candidate must:

1. **Notify** the Cooperating Teacher, Faculty Supervisor, and Education Program Specialist either by phone or email, to explain the absence.
2. **Provide** the Cooperating Teacher with plans to cover any missed lessons.

Teacher Preparation Handbook

3. **Submit** the Absence Form in TK20 within three working days of the absence.

Note: 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 school closure days) are missed over the course of the practicum, student teaching will be terminated, and the practicum deemed “unsuccessful.”

Exception: If three or more days are missed due to school closure, those days must be made up at the end of the practicum experience. We will need an absence form for any missed days for records purposes.

- [Student Teacher Absence Form](#)

Evaluation Forms

All evaluations must be completed in TK20. The CFAST evaluation form is used for all programs and content areas. The form is located in TK20 within the forms section of the candidate’s binder. More [information](#) can be found on the Teacher Evaluation page of COE Central.

What if I have questions about TK20?

Please visit our [Cooperating Teacher/Mentor TK20 User Guide](#) for detailed instructions or contact the Education Program Specialist (EPS).

Student Teaching Evaluations

- [CPAST National Evaluation Form](#)

Secondary Education

- [Social Science](#)
- [English/Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Other Subjects](#)

The College of Education has made a determination as to whether program requirements in your home state meets, or does not meet, that state’s teacher licensure requirements, or has made no such determination. Please regularly check your home state as listed to review our determination of your state’s requirements through the [State Licensure Requirements page](#).