Student Teaching Handbook
for
Teacher Preparation Programs

For Student Teaching in:

EARLY CHILDHOOD EDUCATION
EDU 47898 Practicum I: Student Teaching Birth-PreK
EDU 47899 Practicum II: Student Teaching K-3rd grade/Age 8

EARLY CHILDHOOD SPECIAL EDUCATION
EDU 47697 Practicum I: Student Teaching Birth- PreK
EDU 47698 Practicum II: Student Teaching K-3rd grade/Age 8
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Introduction

Welcome to the student teaching/practicum capstone experience! At Prescott College we want to congratulate you on the successful completion of your coursework as you are ready to embark upon the most important term in your program. We hope that your experience is both satisfying to you and that student teaching will further prepare you for the rigors of the education profession. The Early Childhood Education/Early Childhood Special Education practicum consists of two courses (4 semester credits each).

Each course is approximately 6 weeks in length requiring 180 clock hours. Those courses are: EDU 47898 Practicum I: Student Teaching Birth-PreK and EDU 47899 Practicum II: Student Teaching K-3rd grade/Age 8. For Early Childhood Special Education those courses are: EDU 47697 Practicum I: Student Teaching Birth-PreK and EDU 47698 Practicum II: Student Teaching K-3rd grade/Age 8.

Prescott College recognizes that teaching is a demanding profession requiring knowledge of specific theories and practical knowledge, comprehensive understanding of state and national standards, direct applications, and on-going professional development. While students in our program will learn and apply traditional approaches to teaching, they will also be exposed to alternative theories and experiential strategies, develop critical analysis skills, as well as research emerging trends within the field.

Our goal is for students to have mastered the competencies listed below once they have completed the student teaching experience. By mastering these competencies we feel that our teacher candidates will be well prepared to enter the profession. If you have any questions please do not hesitate to contact the student teaching coordinator. Once again, congratulations and we wish you the best of luck on this wonderful journey.

The following competencies are included within the course syllabus. The competencies are directly aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards adopted by the Arizona State Board of Education. Curriculum throughout our teacher preparation programs is aligned with these standards. We expect these competencies to be mastered by the end of the student teaching experience.

Student Teaching Competencies

Planning (InTASC 2, 6, 7)
- Submit lesson plans that have clear objectives and are aligned to state and/or national standards.
- Present strategies to address the needs of diverse learners (English language learners, special needs and gifted students, students with varying readiness skills and interest levels).
- Demonstrate that higher order thinking skills are incorporated appropriately into lesson plans.
- Submit lesson plans that included assessment of how students will master stated objectives.

Instruction (InTASC 1-6, 8)
- Describe higher order questioning strategies to encourage critical thinking.
- Deliver a variety of lessons that address diverse learner needs.
- Implement strategies of modeling, guided practice and differentiated instruction.
- Articulate lesson objectives to be shared with students.
- Demonstrate that a check for understanding has been prepared and implemented multiple times throughout the lesson.
Evaluation (InTASC 2, 6-8)
- Incorporate valid and reliable assessment tools (including the use of rubrics) and evaluation procedures.
- Incorporate formal and informal assessments within the classroom setting.
- Utilize differentiated instructional strategies in the classroom based upon assessment data.

Classroom Management (InTASC 1-3, 8)
- Demonstrate the creation of a positive and productive environment.
- Incorporate strategies that will ensure classroom effectiveness.
- Describe your assistance of students with self-management and positive standards of behavior.
- Describe how to reinforce an atmosphere of respect for differences and commonalities within the classroom community.

Professional Commitment (InTASC 9, 10)
- Demonstrate a consistently well groomed appearance that is consistent with school and district policies.
- Demonstrate participation in professional growth opportunities led by the school and district.
- Work collaboratively with the supervising practitioner (through observation and discussion) on researched based “best practices” teaching strategies (e.g. – classroom management techniques, differentiated instruction, assessment, etc.)
- Participate in non-teaching and extracurricular activities (clubs, chaperoning, duties) within the school setting.

1. Signature Assignments (As Defined in Student Teaching Course Syllabus)
   a. Unit & Lesson Plans - In collaboration with your supervising practitioner develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Include within your lessons how you will address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the common core standards or you state standards and also embed social and ecological literacies within. Please refer to the Student Teaching Course Rubric outlined in the Student Teaching Handbook.
   b. Videotaped lesson – As part of the six required observations you are to submit two videotaped lessons to the student teaching coordinator during the 3rd week of each student teaching/practicum experience. For these videotaped observations you need to choose two of the lessons which you created from the signature assignment above. The videos should be approximately 10-15 minutes long. The lesson plan should be sent with your videotaped lesson. You should email or send these videotaped lessons immediately after completion and will receive feedback from the student teaching coordinator after receipt.
   c. Classroom Observations – Besides the two videotaped lessons (one for each student teaching/practicum experience) that are evaluated by the student teaching coordinator, there are three other observations completed, two by the supervising practitioner and one from the practicum supervisor. (Student Teaching Handbook for the observation schedule). The Universal Capstone Assessment form will be utilized for each of the observations.
Applying for Student Teaching

The Student Teaching Application Packet demonstrates that the teacher candidate is thoroughly prepared to enter a classroom. The application is a detailed process that should be taken very seriously.

**Deadlines for submission of materials are:** Fall placement April 1st, Spring placement: October 1st

Prior to submitting the application, all degree requirements for your respective program must be completed with the exception of final semester or term’s work.

The Student Teaching Application Packet includes the following components, which are detailed below:

1. Student Teaching Application form
2. Copy of Fingerprint Clearance Card
3. Philosophy of Education
4. Unit and Lesson Plans
5. NES/AEPA Preparation (for Arizona Certification)
6. Practicum supervisor form (if applicable)
7. Final Educator Dispositions (if applicable)
8. CPR/First Aid Certification

1. **Student Teaching Applications**
   Student teaching in our Early Childhood Education program is comprised of two practicum courses: Practicum I: Student Teaching Birth-PreK and Practicum II: Student Teaching K-3rd grade/Age 8. You must complete a student teaching application for each of your 6 weeks (180 clock hour) student teaching/practicum experiences. Choosing an appropriate placement is a very important decision made jointly with the student teaching coordinator. The student teaching coordinator suggests interviewing teachers and observing a range of prospective classrooms to help find a preferred match. In addition, there must be a practicum supervisor at the placement with school or district level administrative credentials. For local area students the Prescott College student teaching coordinator will act as the practicum supervisor. Students submit these preferences for supervising practitioner and practicum supervisor on the Student teaching Application form.

2. **Copy of Fingerprint Clearance Card**
   This should be on file with the college prior to your participation with schools so please check with the student teaching coordinator to make sure we have a copy.

3. **Philosophy of Education**
   Students will write a 2-4 page personal philosophy of education which summarizes personal beliefs about teaching and learning, including your approach to assessment. As you think back on your studies what are your core beliefs about education or maybe teaching and learning and how will you apply those beliefs into your teaching? How might you integrate age appropriate social justice and environmental literacy into your curriculum and instruction? How will you create and manage a learning community?

4. **Unit and Lesson Plan** *(See Lesson Planning section on the PC Professional Preparation Resource Site on Moodle)*
   You are required to submit a unit plan with 3 specific lesson plans that are age and subject appropriate to the student teaching coordinator with the Student Teaching Application for each of the student teaching/practicum experiences (i.e. one unit plan with 3 lessons for Birth-PreK and
one for K-3rd grade). Each unit plan should thoroughly outline 3 weeks of content to be taught in the classroom. You should submit at least 3 detailed original lesson plans which include goals, objectives based on state academic standards, activities and methods for evaluation (Appendix A &B). The student teaching coordinator will evaluate your unit and lesson plans using a rubric designed specifically for this assignment. (Please refer to the Unit and Lesson Plan rubric on the PC Resource Site on Moodle or the Student Teaching pages on the PC website).

5. **AEPA/NES Preparation (for Arizona certification).** YOU MUST PASS THE NES OR AEPA SUBJECT KNOWLEDGE EXAM PRIOR TO STUDENT TEACHING. MAKE SURE YOU REGISTER FOR AN EXAM FAR IN ADVANCE IN ORDER FOR YOU TO RECEIVE YOUR TEST SCORES BEFORE YOUR STUDENT TEACHING ASSIGNMENT BEGINS.

Review the PC Professional Preparation Resource Site on Moodle:
- Research your state requirements
- Complete the appropriate study guides for NES or AEPA (if applicable)
- Research registration dates, times, and fees for NES or AEPA (if applicable)
- Plan and register for at least the NES or AEPA Subject Knowledge Exam (if applicable)

With your Student Teaching Application you are **required** to:
- Submit passing scores from the NES/ AEPA Subject Knowledge Exam
- Plan and register for AEPA/NES Professional Knowledge Exam (certification requirement)

6. **Completed Supervising Practitioner and Practicum Supervisor Documentation**

The Higher Learning Commission, Prescott College’s regional accrediting agency, requires that our files contain the following documents from each practicum supervisor and supervising practitioner.

a) **Supervising practitioners** must have the following items on file before the student can begin student teaching:
- Current Credential Datasheet
- W-9 form
- Current resume or curriculum vitae
- Verification of highest degree

b) **Practicum supervisors** must have the following information on file:
- Practicum supervisor Agreement found on the college website
- W-9

Highest degree information will be verified by Prescott College through the National Student Clearinghouse using the information provided by the mentor in the credentialing process. Relatives and close friends are not eligible to mentor student courses because of the potential conflict of interest.

We also require our practicum supervisors to complete and electronically sign the practicum supervisor agreement. This electronic agreement form is located at
7. **Final Educator Dispositions and Interview (for undergraduate program students)**
All student teaching candidates enrolled in our Limited-Residency Undergraduate Program and Resident Undergraduate Program, will be required to complete the educator dispositions throughout specific stages of the program. A final interview will take place with the student teaching coordinator (and possibly other faculty members) to determine the candidate’s intentions and readiness to student teach.

8. **CPR/First Aid Certification (optional)**
The state of Arizona requires those who want to teach in facilities that are licensed by the Department of Health Services (i.e. Head Start) to be certified in CPR/First Aid. This requirement may be different in other states. Prescott College strongly recommends that if a student is planning on teaching in a pre-school setting that they go through training to receive CPR/First aid certification.

**Student Teaching Approval**
The student teaching coordinator will review your complete Student Teaching Application Packet including required documents to submit prior to student teaching. If more information is needed, the student teaching coordinator will be in contact with you.

You will be notified of approval of your Student Teaching Application Packet and an official letter requesting placement for you will be sent by the student teaching coordinator to the appropriate school/district placement personnel. Your final step will be to complete the Student Teaching Study Contract (Limited-residency Undergraduate Program), Student Teaching/Senior Project Application (Resident Undergraduate Program) or the Mentored Course for Practicum form (Master of Arts Program) through the normal Prescott College course enrollment procedures.

**Student Teaching Experience**
The Early Childhood Education practicum consists of two courses (4 semester credits each). Each course is approximately 6 weeks in length requiring 180 clock hours. Those courses are: Practicum I: Student Teaching Birth-PreK and Practicum II: Student Teaching K-3rd grade/Age 8. We have outlined the roles of the student, supervising practitioner, practicum supervisor and student teaching coordinator in the following sections.

**Role of the Student**
Your role during the student teaching experience is multi-faceted. The college has high expectations for students during this time period. We have outlined a number of responsibilities listed below to ensure a positive experience for both you as a student and the supervising practitioner.

**Attendance**
The student teaching experience is a full-time commitment (6 weeks in length and 180 clock hours for each ECE student teaching/practicum course). Attendance is required during all working school days and we expect the student teacher to follow the schedule of the supervising practitioner. This also includes
the holiday schedule of the school district where the student teacher is placed (we also encourage students to observe in their supervising practitioner’s classroom prior to student teaching if possible).

You are expected to begin and end the day according to the working hours of the supervising practitioner. Attendance and participation is expected at staff meetings, extracurricular activities, open houses, parent/teacher conferences, in-service days and other events as directed by your supervising practitioner, principal or director.

If you are absent, it is critical that you contact your supervising practitioner immediately. The following procedures must take place in order to ensure that proper coverage of your teaching responsibilities can occur:

1. Notify the supervising practitioner immediately
2. Fax or email the substitute plans as early as possible before the start of the day you will be absent
3. Notify the student teaching coordinator of your absence

**Half-days that are built into the district calendar due to professional development are counted as a whole day. Student teachers are expected to fully participate in all professional development activities during their student teaching assignment.**

**Under no circumstances should a student teacher be asked to substitute teach.** A substitute teacher should be assigned to your class when the supervising practitioner is absent. You may continue with your teaching duties during the time the substitute teacher is on duty and we expect you to work under the leadership of the substitute teacher when the supervising practitioner is absent.

NOTE: You are allowed 1 absence during your student teaching experience/practicum experiences. If you have more than the allowed absences, you will be expected to make up the time at the end of the semester. The student teaching coordinator and/or supervising practitioner may require documentation from a professional for extended illness. In this situation, you may be asked to repeat your assignment the following semester (without tuition reimbursement). You must complete the 180 clock hours for each student teaching/practicum experience, so please plan carefully.

**General Requirements**

Dress Code – It is critical that student teachers dress professionally during their experience. You should speak to your supervising practitioner and adhere to the professional dress code outlined by school/district policy. You only get to make one first impression, so make it an excellent one!

Full Participation – As noted earlier your student teaching experience should encompass other facets along with your teaching responsibilities within the classroom. Participation in extracurricular activities allows you to enrich your experience by developing a rapport with students outside of the classroom. It will also be ideal to add to a resume when pursuing a future teaching position.

Commitment to Excellence – The College is committed to providing an excellent student teaching experience. We, in turn, expect that same commitment to excellence from our students. The following list is not all inclusive, but is what we believe to be strong components of a successful student teacher and should be modeled and practiced within the school setting:

- Responsibility for the physical safety and welfare of students
• Maintain confidentiality with student records
• Be present, punctual, and well prepared for the school day
• Dress professionally
• Demonstrate professionalism in meeting settings and collaboration with other colleagues
• Promote social justice to diverse populations within the school setting
• Adhere to the highest ethical standards
• Demonstrate integrity and honesty
• Intervene proactively in instances where verbal or physical harassment and/or abuse may occur
• Establish and maintain appropriate relationships with students, family members of students, or other school personnel
• Make good professional judgments
• Comply with the requests of the supervising practitioner and school principal
• Turn in lesson plans on time
• Listen to and value others’ perspectives
• Demonstrate willingness to learn from others
• Demonstrate flexibility and openness
• Keep supervisors informed of any issues/problems and follow all guidelines regarding “duty to report” cases
• Be flexible and prepare for the unexpected

**Appropriate Interactions with Students**

Student to teacher interactions that occur throughout the school day are an integral part of the educational success for children. Understanding the differences between appropriate and inappropriate actions is critical for all professional educators. This table demonstrates what we feel to be interactions that are appropriate and those that are undesirable. It is critically important that our student teachers know and understand these differences. If you have any questions or need clarification speak to the Student Teaching Coordinator.

<table>
<thead>
<tr>
<th>Appropriate Interactions</th>
<th>Inappropriate Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain appropriate personal space</td>
<td>Physical proximity that is too close</td>
</tr>
<tr>
<td>Maintain reasonable eye contact</td>
<td>Maintain intense eye contact</td>
</tr>
<tr>
<td>Appropriate comments regarding academic environment and social activities</td>
<td>Comments that are personal or physical in nature or may have sexual overtones; condoning inappropriate topics for discussion; flirting</td>
</tr>
<tr>
<td>Student aides that are assigned duties appropriate to the academic environment</td>
<td>Student aides assigned duties to meet personal needs of staff members.</td>
</tr>
<tr>
<td>Conversations with students that support learning and growth for student; student’s perspective is focus of conversation</td>
<td>Conversations with students disclose personal and confidential information so that the student becomes the confidant of the adult; staff revealing personal information that could make student uncomfortable; adult becomes focus of conversation</td>
</tr>
<tr>
<td>Appropriate use of student conferences in a manner consistent with educational purpose</td>
<td>Pattern of spending time alone with student in conferences beyond educational expectations</td>
</tr>
<tr>
<td>Student-staff relationship centered on academics, school events and activities</td>
<td>Student-staff relationship maintained outside school events, manifested by taking student(s) to lunch, gift giving, outside social activities, giving students a ride home or receiving or writing personal notes, emails and maintaining contact through social media</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Maintain fair and equal treatment of all students with occasional exceptions</td>
<td>Pattern of covering for or providing excuses for particular students, writing passes repeatedly for favored students to cover tardies or absences</td>
</tr>
<tr>
<td>Leaders of extracurricular and co-curricular activities maintain clear standards around gender issues and harassment</td>
<td>Leaders of extracurricular and co-curricular activities encourage atmosphere of loose and inappropriate boundaries around gender and harassment issues</td>
</tr>
<tr>
<td>Referring serious student problems to the appropriately trained professional</td>
<td>Staff members acting as helpers for serious student problems in circumstances where appropriate training in effective advising or counseling is warranted</td>
</tr>
<tr>
<td>Exercising good judgment on whether to touch students (e.g. pat on the back) and/or under what circumstances; sensitive to individual preferences and cultural norms</td>
<td>Touching students who may misinterpret the touch due to individual circumstances, cultural standards or developmental stage</td>
</tr>
</tbody>
</table>


**Role of the Supervising Practitioner**

**Supervising Practitioner Credentialing Requirements**

- Hold a master’s degree or a minimum of 5 years of experience in the classroom
- Must be state certified
- Must submit the following credentials to Prescott College:
  - Résumé or curriculum vitae
  - Credential Datasheet
  - Signed W-9 form
  - Verification of highest degree

The supervising practitioner plays a pivotal role in the success of the student teacher. We realize that this is a rewarding experience and there are many responsibilities. We have outlined the following responsibilities that include, but are not limited to:

- Providing a learning environment for our students that encourages collaboration and both positive feedback and constructive criticism (on a daily basis)
- Working and communicating with the student teaching coordinator of the college
- Modeling best teaching practices and professional behavior
• Completing all appropriate observations (mid-term and final) using the required Universal Capstone Assessment forms
• Being physically present in the classroom at all times
• Help your students in the classroom understand and get used to the student teacher
• Provide school and district level information (handbooks, policies, etc.) that will help the student teacher become well aware of the school setting
• Allow the student teacher to observe other teachers within the school
• Work and assist the student teacher with lesson plan design, including proper assessment strategies
• Act as a mentor to the student teacher by encouraging and supporting them throughout their experience

Role of the Student Teaching Coordinator

The student teaching coordinator is the communication between the college, student and supervising practitioner by:

• Reviewing pre-student teaching artifacts and approving the student teaching placement
• Assisting in the evaluation process with the supervising practitioner
• Communicate with the practicum supervisor (if applicable) expectations regarding the required observations
• Meeting and collaborating regularly with the supervising practitioner and student teacher
• Modeling professional behavior
• Providing encouragement and constructive criticism in all aspects of the experience
• Evaluating the required student teaching artifacts for course success
• Intervene and provide support with any issues that may come up during the course of the student teaching experience
• Provide evaluation of lessons and the final course evaluation
• If necessary, co-create an improvement plan to help ensure success

Program Supervisor

Often times our students complete their student teaching from a distance. The student teaching coordinator may not be available for an “in-person” observation, so the college hires an education professional to conduct two formal observations utilizing the Universal Capstone Assessment form during the student teaching experience. The Practicum supervisor is required to have school or district level administrative licensing credentials. The practicum supervisor will:

• Complete two observations as indicated by the observation timeline
• Give feedback to the student teacher regarding their performance
• Email or mail a signed copy of the Universal Capstone Assessment form to the student teaching coordinator within one week of the completed observations.

Sample Student Teaching Schedule

Note: The Early Childhood Practicum/Student Teaching experience is broken down into two parts (Practicum I: Student Teaching Birth-Pre-K and Practicum II: Student Teaching K-3rd grade). This is a suggested schedule for each six week practicum/student teaching experience. The actual amount of time and responsibility can be flexible based upon student readiness, but student teachers should be
leading the class and teaching full-time at the beginning of the 3rd week of each practicum/student teaching experience.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Activities</th>
<th>Birth-Pre K Teaching Responsibilities</th>
<th>K-3 Teaching Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>● Observation&lt;br&gt;● Get to know the students&lt;br&gt;● Familiarize yourself with the school/district policies and procedures&lt;br&gt;● Discuss school/district lesson plan expectations&lt;br&gt;● Learn classroom routines, procedures, safety, etc.</td>
<td>● Partial Participation to include:&lt;br&gt;● Small group activities w/toddler-Pre-K student(s)&lt;br&gt;● 1:1 infants as deemed appropriate by supervising practitioner&lt;br&gt;● Familiarize yourself w/assistive technology devices and special education requirements and student IFSP/IEP’s</td>
<td>● Partial participation to include:&lt;br&gt;○ Small group instruction&lt;br&gt;○ 1:1 tutoring&lt;br&gt;○ Assisting with A/V equipment and/or technology&lt;br&gt;○ Familiarize yourself w/assistive technology devices, special education requirements and student IEP’s&lt;br&gt;○ Other items as deemed appropriate by supervising practitioner</td>
</tr>
<tr>
<td>2</td>
<td>● Duties/responsibilities as assigned by supervising practitioner&lt;br&gt;● Continue with observations&lt;br&gt;● Begin homework evaluation (K-3)&lt;br&gt;● Discuss instruction, including classroom management procedures</td>
<td>● Begin to take on increased routines and academic responsibilities&lt;br&gt;● Begin to share plan and implement lessons with instructional and support staff</td>
<td>● Partial participation to include:&lt;br&gt;○ Items listed above&lt;br&gt;○ Begin teaching a subject area&lt;br&gt;○ Other items as deemed appropriate by supervising practitioner&lt;br&gt;○ Begin taking on more teaching responsibilities</td>
</tr>
<tr>
<td>3</td>
<td>● Complete lesson plans according to specific teaching responsibilities&lt;br&gt;● Additional duties/responsibilities as assigned by supervising practitioner</td>
<td>● Continue share planning and implementation of lessons&lt;br&gt;● Begin full-time teaching responsibilities</td>
<td>● Begin full-time teaching responsibilities</td>
</tr>
<tr>
<td>4</td>
<td>● Complete lesson plans according to specific teaching responsibilities&lt;br&gt;● Duties/responsibilities as assigned by supervising practitioner</td>
<td>● Full-time responsibilities</td>
<td>● Full-time responsibilities</td>
</tr>
<tr>
<td>5</td>
<td>● Complete lesson plans according to specific teaching responsibilities&lt;br&gt;● Duties/responsibilities as assigned by supervising</td>
<td>● Full-time responsibilities</td>
<td>● Full-time responsibilities</td>
</tr>
</tbody>
</table>
Note: The items above in the second column are not all inclusive. We expect our student teachers to work with their supervising practitioner and implement activities during each week on top of those activities already in place from previous weeks. The goal is to make sure student teachers gradually take on the responsibilities of the supervising practitioner until they are fully engaged in the role of a full-time teacher by the sixth week. We hope that the student teacher and supervising practitioner have developed a rapport to collaborate on as many aspects of the profession as possible.

### Student Teaching Observation Timeline

There are a total of 3 formal observations (and one videotaped session) that will be completed during each of the Early Childhood Education Practicum/Student Teaching experiences. The table below illustrates the timeline and who is responsible for completing each observation. We certainly encourage supervising practitioners to conduct informal observations throughout the semester. Observations will be completed using the Universal Capstone Assessment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Observation</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Videotaped clip of students interacting with the student teacher that includes at least one scheduled transition (could be multiple clips throughout the day). Time should be at least 15 minutes not to exceed 30 minutes.</td>
<td>Student will send via email or regular mail within 3 days. This lesson will be assessed by Student Teaching Coordinator. Observation feedback will then be given by the core faculty.</td>
</tr>
<tr>
<td>4</td>
<td>1st mid-term (formal) observation</td>
<td>Supervising practitioner (feedback given within 3 days)</td>
</tr>
<tr>
<td>6</td>
<td>1st final (formal) observation</td>
<td>Supervising practitioner (feedback given within 3 days)</td>
</tr>
<tr>
<td>6</td>
<td>2nd final (formal) observation</td>
<td>Student Teaching Coordinator or Practicum supervisor (feedback given within 3 days)</td>
</tr>
</tbody>
</table>

### Student Teacher/Supervising practitioner/Student Teaching Coordinator Collaboration Schedule

<table>
<thead>
<tr>
<th>Prior to student teaching</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teaching coordinator will meet with the student and supervising practitioners to outline expectations and roles of each party.</td>
<td>A review of the video-taped clip by the student teaching coordinator will take place</td>
</tr>
</tbody>
</table>
Lesson Video-Taping Protocols

As part of our observation protocols the college requires each student to provide two video-taped lessons (one for each six weeks practicum) to the student teaching coordinator. This allows our faculty to review the progress of our student teachers, especially those who are student teaching from a distance. Please review the “Student Teaching Observation Timeline” and the collaboration schedule for details on when the video-taped lessons should be completed and sent to the college. You also must have the signed “Video Tape Guidelines” document on file prior to your first video-taped lesson (form is on the PC Student Teaching webpage).

Improvement Plans

If you are not fulfilling the student teaching requirements as outlined, the student teaching coordinator may have to implement an Improvement Plan that may extend your student teaching time, change your student teaching placement, require additional coursework, or another option. There will be ample time to discuss deficiencies prior to an improvement plan being implemented. In rare instances, if a student does not show successful improvement, he or she may be asked to leave the teacher certification program.

Documents Required Before End of Student Teaching

The following items should be submitted to the student teaching coordinator before the end of your student teaching experience:

- Post-capstone self assessment using the Universal Capstone Assessment Form
- Both the mid-term and final observations (Universal Capstone Assessment Form completed by the supervising practitioner and the practicum supervisor)

Course Evaluations

When the student teaching/practicum course is completed students and the student teaching coordinator will complete the final course evaluation utilizing the appropriate form depending on the delivery program. Such forms are used in each program as follows:

- Student Teaching Narrative Evaluation (Limited-Residency Undergraduate Program/M.ED)
- Practicum Course Evaluation Form (Master of Arts Program)
- Student Teaching Course Evaluation (Resident Undergraduate program)
Institutional Recommendation

The purpose of the Institutional Recommendation (IR) is to verify the completion of an approved teacher preparation program in order to obtain a teaching certificate. Students must complete the program coursework (or transferrable equivalents) including student teaching. The IR is issued within 45 days of a student completing a state board approved program by the Prescott College certification officer. The IR is only valid for one year from the date it is issued. This applies to Arizona’s requirements for Institutional Recommendations. Students must research the state for which they are seeking licensure to verify IR requirements applicable to that state. With the IR official transcripts are not required for Arizona state certification and the application fee is less expensive.
Appendix A
K-3 Lesson Plan Template

Grade Level/Subject:

Objective(s):
- The students will be able to ……
- The students will identify………
- The students will know how to…
(What do you want students to be able to know and do and understand by the end of the lesson?)

Common Core/State Standard(s): Which common core or state standards are your objectives aligned with?

Essential Questions: What do you want the students to reflect upon during your lesson? What questions will investigate with your students throughout the lesson? What content knowledge (or concepts) will be gained during the lesson?

Materials Needed:

Activities/Procedures:

Anticipatory Set/Activating Prior Knowledge

Input – What will you be doing with the students in order to achieve the objectives of the lesson? How much time is going to be allotted to the activities you will be conducting?

Modeling – How will you show the students what you want them to do or learn?

Guided Practice/Monitoring – How will you provide assistance and feedback to students while they are working on mastering the objectives?

Check for Understanding - by observing and interpreting student reactions (active interest, boredom) and by frequent formative evaluations with immediate feedback. Adjust instruction as needed and re-teach if necessary. At what point do students possess the information and/or skill necessary to achieve the instructional objective? How are you monitoring to ensure proper understanding?

Independent Practice – What will the students be doing to reinforce those concepts being taught?

Assessment – How will you assess your students on whether they have achieved the objectives (rubric, running records, observation, portfolios, etc.)?

Differentiation – How have you adjusted instruction for diverse learners (English language learners, special needs and gifted students, students with varying readiness skills and interest levels, etc.)?
Appendix B
Early Childhood Education – Lesson Plan Template (Birth-Pre-K)

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

**Theme being taught:**

Lesson is being taught in large or small group setting (circle one).

If Center areas are utilized please circle one for the lesson:

- Art
- Blocks
- Science
- Manipulative math
- Dramatic play
- Language/Literacy (books, technology, etc.)
- Circle time
- Outdoor gross motor play
- Music and movement
- Nutrition
- Social/Emotional Skills
- Other ______________________

**Age range of Children:**

**Arizona State (or other applicable state) Early Learning Standards:**
(Example: Strand 3, Concept 1a – Manages transitions, daily routines and unexpected events)

**Objectives:**
(What do you want students to be able to know and do and understand by the end of the lesson? These should be aligned to the Early Learning Standards.)
**Essential Questions:**
What do you want the students to reflect upon during your lesson?
What questions will you investigate with your students throughout the lesson?
What content knowledge (or concept) will be gained during the lesson?

**Materials Needed:**

**Lesson Components:**
Setup (physical) and directions to students, include in steps
Implementation
Closure
Transitions
Necessary student Modifications/Accommodations

**Assessment:**
How are you measuring skill growth?
How will you assess your students on whether they have achieved the objectives (rubric, running records, observation, portfolios, etc.)?
Is there an assessment tool that could be utilized to evaluate student growth?

**Lesson Reflection:**
Is the lesson developmentally appropriate for this age group?
What could I have done differently?
Any follow up with other individuals needed?