ECI 495C, Section 7
Student Teaching Capstone Experience in Health & Physical Education
Course #: 5100
Fall 2007
12 Credit Hours

General Information:
- College of Education
- Student Services
- ECI 490C Supervised Teaching: Elementary
- ESE 491 Supervised Teaching: Special Education
- ESE 493 Supervised Teaching: Bilingual Education
- ECI 495C Supervised Teaching: Secondary Part I
- ECI 495C Supervised Teaching: Secondary Part II
  *Syllabus may be provided by content-area university supervisor
- ECI 595 Internship: Secondary Masters
- ECI 576/ECI 577 Internship: Elementary Masters
- Credits: 8-16 hours
- Instructor: Director of Student Services
- Phone: 928-523-2145
- Office: College of Education, Suite 101

Course Prerequisites/General:
Students must meet all of the following:
1. Must be fully admitted to the Teacher Education Program.
2. Must have a cumulative GPA of 2.50 in all education courses with no grade lower than a “C.”
   Out-of-State and DODDS must meet additional requirements.
3. Must have an NAU cumulative GPA of 2.50.
4. Must complete all education courses and all departmental requirements prior to student teaching.
5. All education coursework, with the exception of EDF 200, must not be older than six years at the time of completing student teaching.
6. Must have submitted a completed application packet, two semesters prior to student teaching, meeting the following relevant deadlines:
   - Spring Applications: March 21 – April 12
   - Fall Applications: September 21 – October 12
7. Must have and be able to show upon request, a Fingerprint Clearance Card issued for DPS.

Failure to meet the prerequisites may result in the student being administratively dropped from the course. Special request letters for exceptions to the prerequisites must have been submitted with the student teaching application.
Course Description:
ECI 490C – Supervised Teaching: Elementary (3-12 credits)
   Directs teaching in the early childhood and elementary grades; directed and cooperative
   preparation, teaching, and evaluation; conferences and seminars on theories, issues, and practices
   of effective elementary school instruction. Pass-Fail only.

ESE 491: Supervised Teaching: Special Education (8 – 16 credits)
   Directed teaching in special education settings; planning, implementation, and evaluation;
   conferences and seminars, in theories, issues, and practices.
   Pass-Fail only.

ECI 493: Supervised Teaching: Bilingual Education (12 credits)
   Directed teaching in elementary classrooms meeting and emphasizing bilingual needs; directed
   evaluation; conferences and seminars in theories, issues, and practices in bilingual classrooms.
   Pass-Fail only.

ECI 495C: Supervised Teaching: Secondary (12 credits)
   Directed teaching in secondary schools and secondary school content areas; directed and
   cooperative preparation, teaching and evaluation; conferences on the theories, issues and
   practices in cooperation with the classroom teacher and university supervisor. Pass-Fail only.

ECI 595: Internship: Secondary Masters (12 credits)
   Directed teaching in secondary schools and secondary school content areas; directed and
   cooperative preparation, teaching, and evaluation; conferences on the theories, issues, and
   practices in cooperation with the classroom teacher and university supervisor. Prerequisite: COE
   Student Services approval. Pass-Fail only.

ECI 576/577: Internship: Elementary Masters (11/1 credits)
   This field experience consists of directed teaching experience in an elementary school with
   directed and cooperative preparation, teaching and evaluation. Prerequisite: COE Student
   Services approval. Pass-Fail only.

Student Learning Expectations/Outcomes: (These are informed by the Arizona State
   Standards for Teachers.)
1. The student teacher will design instruction that develops all students' ability to meet academic
   standards.
2. The student teacher will create and maintain a learning climate that supports the development of all
   students' abilities to meet academic standards.
3. The student teacher will implement and manage instruction that develops all students' ability to meet
   academic standards.
4. The student teacher will assess learning and communicate results to all students, parents and other
   appropriate professionals with respect to all students' ability to meet academic standards.
5. The student teacher will collaborate with colleagues, parents the community and other appropriate
   agencies to design, implement and support learning that supports all students' abilities to meet
   academic standards.
6. The student teacher will review and evaluate his or her overall performance and improve his or her
   teaching practices through reflection.
7. The student teacher will develop and maintain general academic knowledge as demonstrated by the
   attainment of a bachelor's degree, as well as specific academic knowledge in his or her subject area.
8. The student teacher will develop and nurture current professional knowledge of the teaching/learning
   process.
9. In collaboration with other professionals, the student teacher will participate in the design, implementation and assessment of individual education programs. Other objectives may be delineated by the Cooperating Teaching and the university supervisor framed by the dynamic variables that exist in school culture.

**Course Structure/Approach:**
- On-Site Student Teaching Placement

**Textbook and Required Materials:**
Handbook for Student Teachers. Available from NAU Bookstore and can also be downloaded from the following URL: [http://www.nau.edu/bookstore](http://www.nau.edu/bookstore)
Each section of student teaching encumbers an $85.00 fee.

**Recommended Resources:**
- **Columbia University**
- **Arizona State University**
- **Texas A&M University**
  [http://www.coe.tamu.edu/studentteaching/hand.html](http://www.coe.tamu.edu/studentteaching/hand.html)
- **Indiana University - South Bend**
  [http://www.iusb.edu/~edud/handbook/](http://www.iusb.edu/~edud/handbook/)
- **Cornell University**
  [http://www.clt.cornell.edu/resources/teh/teh.html](http://www.clt.cornell.edu/resources/teh/teh.html)
- **Iowa State University**
  [http://www.educ.iastate.edu/ci/FieldExperiences/sthandbook/](http://www.educ.iastate.edu/ci/FieldExperiences/sthandbook/)
- **Utah State University**
- **University of Maryland - College Park**
- **Grinnell College**
  [http://web.grinnell.edu/education/EducationDeptSite/StudentHandbook/MainPage.html](http://web.grinnell.edu/education/EducationDeptSite/StudentHandbook/MainPage.html)

**Recommended Timeline:**
- **Weeks 1-2** Phase I  Observation of Class  Meet with the Teacher and University Supervisor
- **Weeks 3-7** Phase II  Student Teacher takes Partial Responsibility of the Class
- **Weeks 8-14** Phase III  Student takes Full Responsibility for the Class
- **Weeks 15-16** Phase IV  Transfer of the Responsibility from Student Teacher back to Cooperating Teacher

**Course Outline:**
Assessment of Student Learning Outcomes:
Methods of Assessment

All student teaching experiences in the College of Education are graded only on a Pass/Fail basis. Student teachers are expected to demonstrate their content knowledge, professionalism and teaching skills throughout the student teaching experience. These areas will be directly addressed through the completion of the following required elements:

**Student Teaching Notebook/Portfolio**

**Evaluations of Student Teaching**

**Professional Documentation**

**Student Teaching Notebook/Portfolio** – The Student Teaching Notebook/Portfolio is intended to help the student document processes related to the transition from student to practitioner and will contain two sections 1) Professional Growth and 2) Professional Development.

The **Professional Growth** section of the notebook is intended to help the student reflect on their transition experiences and growth as it pertains both to a) personal experiences as a student teacher and the b) classroom learning and behavioral outcomes of the classroom students. The student will respond to questions, prompts and cases which encourage such reflection and maintain these as documentation of professional growth in their notebook.

The **Lesson Plans** section of the notebook is intended to help the student plan and organize their teaching. This section of the notebook will contain lesson plans as directed by cooperating teacher and university supervisor. It is required that lesson plans be written and submitted to the notebook prior to their implementation in the classroom and that lesson plans minimally contain a) objective statement, b) description of activity/instruction, and c) description of assessment of learning.

**Evaluations of Teaching** – Student teachers will be evaluated at several key points across their culminating/capstone experience. Evaluations will be done by both the university supervisor and the cooperating teacher and may also include self-evaluations completed by the student teacher themselves. Student teachers should maintain a self-managed file that includes copies of all evaluations.

**Professional Documentation** – Student teachers will be required to develop a system of record keeping for archiving documentation related to their career. Such a system might take the form of a portfolio or file. Relevant documentation may include State Certification and Licensure, examples of student work, example lesson plans, AEPA scores, and teaching evaluations. Students will work with their university supervisors to set specific criteria related to the form, content and due date for this element.
Timeline for Assessment:

| Weeks 1-2 | Phase I | Discuss Expectations with Cooperating Teacher  
|           |         | University Supervisor Visit  
| Weeks 3-7 | Phase II | Cooperating Teacher Evaluation (partial)  
|           |         | University Supervisor Evaluation (partial)  
| Weeks 8-14 | Phase III | Cooperating Teacher examines, critiques, and approves plans for  
|           |         | the week.  
|           |         | Cooperating Teacher Evaluation (full)  
|           |         | University Supervisor Evaluation (full)  
| Weeks 15-16 | Phase IV | Cooperating Teacher Evaluation (partial)  
|           |         | University Supervisor Evaluation (partial)  

Grading System:

Pass/Fail Criteria:

Students will work with their university supervisor and cooperating teaching to establish due dates and other expectations. As would be indicative of a professional, students are expected to meet all deadlines and late work will be accepted only when prior notice has been given to the university supervisor and/or cooperating teacher. Successfully completing student teaching (a grade of “P” or “pass”) will be determined by the meeting the following expectations of the required elements:

Student Teaching Notebook/ Portfolio

The Professional Growth – Section completion as determined by the University Supervisor and/or Cooperating Teacher

Lesson Plans – Section completion as determined by the University Supervisor and/or Cooperating Teacher

Evaluations of Teaching – Three phases were successfully completed as determined by the objectives established by the cooperating teacher and university supervisor.

Professional Documentation – criteria to be determined by the university supervisor and the cooperating teacher.

Special Note:

Situations requiring further intervention beyond a single change in student teaching placement may result in the student’s removal from student teaching and a failing grade. This policy overrides any other grade policy or accumulation of points.

Students may receive a failing grade in student teaching if the university supervisor determines that the student has violated any of the provisions contained in “On Becoming a Professional: Student Code of Content” in the Handbook for Student Teachers.

Course Policies:

Length of Experience:

1. The student teaching experience is 16 weeks long.
2. Dual majors (e.g. elementary/special ed) must complete at least an eight week student teaching practicum in each area of certification.
3. Student teaching may be completed in half days over two semesters if one semester experience is completed in the morning and the other semester experience is completed in the afternoon. Secondary education students who wish to complete their student teaching over two semesters must obtain the consent of their content-area department.
4. If deemed necessary by the Student Teaching Team (Student Teacher, cooperating teacher,
university supervisor, Field Experience Coordinator, and Secondary Major advisor/if applicable), the student teaching experience may be lengthened.

Placement:
1. The Field Experience Office of COE Student Services will make the formal request to the district and school for location and cooperating teacher determinations.
2. Student teachers will be paired with a cooperating teacher who is considered experienced (minimum of three years) and who is certified in the same content area in which the student teacher is seeking certification.
3. Student initiated changes in the placement request must be submitted prior to February 15 and September 15 prior to student teaching.
4. Host site principal or cooperating teaching requests for placement termination will be honored in all cases. Students are cautioned that this could result in their termination from student teaching.
5. Students are allowed one placement change (regardless of initiating party) during the practicum if deemed appropriate by the Student Teaching Team. Situations requiring investigation or intervention will result in the student’s removal from student teaching and a failing grade. There may be situations where no second placement is made.

Course Requirements:
1. Students must read, and sign the “On Becoming a Professional: Student Code of Conduct.”
2. Students must register for student teaching by the last day to pay fees without cancellation of classes.
3. Attendance is required. During the student teaching experience, students will be allowed five absences. This includes attendance at any events hosted by the University. As per the Student Handbook, only institutional excuses will be considered as "excused." More than 5 absences in the placement classroom, (regardless of cause) may result in failure to complete student teaching. Students are expected to notify both their cooperating teacher and university supervisor prior to a missed day of student teaching. Students should work with their cooperating teacher and university supervisor to develop a suitable mechanism for communicating the intent to be absent. Students with excessive absences may be reported to the Office of Student Life.
4. Students may not substitute teach during their practicum or receive compensation for student teaching. However, students may receive compensation for working with extra-curricular activities while student teaching.
5. Academic dishonesty will not be tolerated and the university policy will be adhered to in all cases. Students are encouraged to read and understand the university policy.
6. Assignments and course requirements established by the cooperating teacher, university supervisor, and Field Work Experience Office are to be followed. Late work is considered unprofessional conduct and may impact a student’s evaluation and successful course completion.
7. Opportunities to “make-up” required evaluations will be given only in cases where the student has properly notified the evaluator(s) involved prior to missing the evaluation. Make-up evaluations must be conducted within one week of their originally scheduled time.
8. The quality of work produced is expected to reflect the students' best attempt. Written work is expected to be free of mechanical errors and if specified, word processed.
9. Student teachers are expected to honor the ethical, professional, and conduct guidelines specified in, “On Becoming a Professional: Student Code of Conduct” in the Student Teaching Handbook.
10. Student teachers should follow the professional dress requirements of their site placement.
11. Professional and general liability for student teaching is provided by State Risk Management. No medical liability is provided.
12. Housing is the responsibility of the student teacher and inquiries made regarding housing cannot be pursued by the COE Office of Student Services.

Any exception to these course requirements must be approved by Director of Student Services!

Attendance:

Statement on Plagiarism and Cheating:
ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.
1. Plagiarism: any attempt to pass off other’s work as your own
2. Cheating: any attempt to gain an unfair, hidden advantage over one’s fellow students
3. Fabrication: any attempt to present information that is not true
4. Fraud: any attempt to deceive an instructor or administrative officer of the university
Furthermore, any attempt to facilitate any act of academic dishonesty on the part of oneself or others shall constitute a violation of this policy.

University Policies:
1. Safe Environment Policy: NAU’s Safe Working and Learning Environment Policy seek to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean’s office. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU’s Office of Affirmative Action (523-3312).

2. Policy for Students with Disabilities: If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use accommodations. Faculty is not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation. Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.

3. Institutional Review Board Policy: Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt
from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

4. **Academic Integrity**: The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

5. **Academic Contact Hour Policy**: The Arizona Board of Regents Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time . . . at least 15 contact hours or recitation, lecture, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each until of credit." The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g. preparation, homework, studying.

6. **Classroom Management Statement**: Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with university regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

**STUDENT TEACHER INFORMATION**

**NOTE TO THE STUDENT TEACHER**
Congratulations! You are about to embark upon an exciting and rewarding journey which will culminate in your becoming a professional educator. The major step toward this goal is student teaching. This experience will impact upon your professional development more than any other experience you have encountered thus far in your professional preparation. Look upon this experience as a privilege, which must be accepted with the same commitment and sense of responsibility you have exhibited in previous semesters of coursework.

Student teaching will provide you with an opportunity to put into practice those skills which you have developed. During your assignment, you will master a number of subject matters. You will be learning to work cooperatively with a school system, adjust to schedule changes (sometimes on an hourly basis), maintain accurate records, and relate in a positive and cooperative way with co-workers and students. Your assignment will also provide you with a chance to build self-esteem, re-define your role from student to professional, and give you an opportunity to become an integral part of a school district.

There will be several professionals involved in your student teaching experience who will work with you to make your student teaching assignment a success. A successful student teaching experience is achieved through close cooperation between NAU Student Services, your University Supervisor, district administration, your Cooperating Teacher, and you -- the student teacher. As a matter of fact, in the future, school administrators who are considering employing you will base their first impression of you on your Cooperating Teacher's and University Supervisor's evaluations of your student teaching. What these two professionals say about you and your assignment will give future employers a glimpse of your teaching ability and professionalism.

The goal of the College of Education is to prepare you for a successful teaching career. We would like to thank the districts, schools, principals, Cooperating Teachers, and administrators who have made your student teaching assignment possible.

ENJOY YOUR STUDENT TEACHING EXPERIENCE!

“I have so many teachers who taught me soon forgotten things, but only (a few) created in me a new direction, a new hunger, a new attitude. I suppose to a large extent I am the unsigned manuscript of (those teachers). What deathless power lies in the hands of such a person.”

-John Steinbeck