



College of Education Teacher Preparation Programs Practicum/Field Experience Manual

(Graduate/Undergraduate)



Version Record

Edition	Version	Updated	Changes Made
2010	1	March 25	<ul style="list-style-type: none"> ▪ Original with revised language
	2	April 20	<ul style="list-style-type: none"> ▪ Added COE's new mission statement ▪ Added Course Matrix
	3	May 26	<ul style="list-style-type: none"> ▪ Corrected practicum hours in Course Matrix
	4	August 13	<ul style="list-style-type: none"> ▪ Updated Course Matrix to reflect ECE and selected practicum hour changes ▪ Revised section on selecting a practicum placement ▪ Added section on Professional Dispositions ▪ Revised Practicum Placement Form (Appendix A) ▪ Revised Practicum Placement Preference Form (Appendix C)
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2011	1	February 14	<ul style="list-style-type: none"> ▪ Revised Practicum Placement Preference Form (Appendix C)
	2	May 11	<ul style="list-style-type: none"> ▪ Removed notation about TaskStream being a graduation requirement
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2013	1	January 8	<ul style="list-style-type: none"> ▪ Inserted Conceptual Framework ▪ Added philosophy and alignment of field experience ▪ Added clinical practice expectations and academic violations ▪ Realignment of field experience matrix
	2	January 18	<ul style="list-style-type: none"> ▪ Added Practicum/Field Experience Observation and Activity Log
	3	February 26	<ul style="list-style-type: none"> ▪ Added audit/Code of Conduct statement to Practicum/Field Experience Observation and Activity Log



	4	March 12	<ul style="list-style-type: none">▪ Added TPS role▪ Added Administrator signature and Classroom Teacher Email to Observation and Activity Lo
	5	May 23	<ul style="list-style-type: none">▪ Added Masters of Education in Special Education for Certified Special Educators practicum information
	6	June 7	<ul style="list-style-type: none">▪ Update Practicum Fact Sheet in Appendix



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Practicum Introduction

The practicum/field experience is an opportunity for teacher candidates to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students and the national movement towards 21st century learning built around standards, a practicum/field experience affords GCU teacher candidates the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional. Our expectation is for teacher candidates to observe qualified, passionate master teachers demonstrate skill in the InTASC principles. Through these role models, our teacher candidates will solidify principles from their coursework, by actively assisting teachers, facilitating group work, and when permitted, teaching lessons of their own. Teacher candidates are to accumulate experiences in classrooms at different grade and ability levels. Through practicum/field experience teacher candidates are exposed to professional role models who work amongst diverse cultures, and will learn to recognize and meet the needs of students from different ethnicities, socio-economic and language backgrounds, genders, and exceptionalities.

The College of Education routinely reviews teacher candidate assessment data on teacher candidates' ability to work with a diverse population and continually work with a candidate to improve their practice and the institution's field experiences.

Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in PK-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another. (2012-2012 NCATE)

College of Education Mission Statement

Professional education programs at Grand Canyon University are designed to support and promote the University's mission to prepare learners to become global citizens, critical thinkers, effective communicators and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative and collaborative teaching practices to maximize student learning and achievement;

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promotes servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion.

Through its professional education programs, the College teaches that all students can learn and that focused teaching or administrator practice can maximize that learning and achievement. The culture and Christian heritage of the University promote a spirit of servant leadership within the College's faculty, staff, and learners so they can minister to people within the broader educational community. Education is a powerful tool with which to purposefully engage a diverse, global community; the College exhorts its faculty, staff, and learners to do so with fervor.

The College of Education's Arizona state-approved educator preparation programs are designed to promote the required knowledge, skills, and dispositions necessary for learners to become highly effective educational leaders in the broader educational community. Opportunities for teacher and administrator candidates to refine and apply them are integrated throughout their programs of study in practicum/field experiences, possibly culminating in a student teaching or internship experience dependent on the program. Non-certification programs are designed to increase the learner's knowledge and opportunities within their chosen fields of study.



Statement of Education Philosophy

Learning, Leading, Serving



Learning:

We believe that all students can learn and that highly effective, innovative and collaborative teaching and administration maximizes best practices as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed and compassionate; they ensure all students learn to the best of their ability.

Leading:

We believe that education is a powerful tool with which to purposefully engage a diverse, global community. As our teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential in order for them to influence the changing world.

Serving:



The culture and Christian heritage of the University promotes a spirit of servant leadership within the College of Education's faculty, staff and learners so they can serve people within the broader educational community.

Alignment of Field Experience

Field Experiences are designed to introduce the teacher candidate to foundational concepts of teaching and learning. They are designed to give each candidate an understanding and examples of foundational teaching concepts, learn the components of a good classroom and good teacher, and have them experience and meet many of the people involved in the world of schools. Candidates spend time listening, watching, interviewing, and reflecting on the connections between what they are reading/learning about in their own courses and what they find out about what is happening in and around schools.

As Teacher Candidates progress in coursework, field experiences are designed to move a teacher candidate from an observer/learner role to one of a more intentional leading role. Experiences are designed to be done while spending time in classrooms working with PK-12 students in a variety of ways. Guidance is given for many of the experiences allowing for the leading experiences to be directly connected and applied to building on their foundational understandings. One on one, small group, and large group instructional activities allow the teacher candidate to build on their understanding and skill in working with students while under the direction of the classroom teacher. Teacher candidates will also build on their diversity understanding by targeting specific student groups and reflecting on experiences from multiple perspectives.

Accreditation

The College of Education values and embraces data-driven decision-making to inform continuous improvement and to reflect on the effectiveness of its programs. The College's operations and its teacher and administrator preparation programs are reflective of standards and principles espoused by national accrediting bodies, professional education organizations, and the Arizona Department of Education. These include the National Council for Accreditation of Teacher Education (NCATE 2008); the Interstate New Teacher Assessment and Support Consortium (INTASC 2008); the National Board Professional Teacher Standards (NBPTS); the Interstate School Leaders Licensure Consortium (ISLLC 2008); and the Arizona Professional Teacher Standards (APTS).



Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract. The Grand Canyon University Teacher Preparation Program Practicum/Field Experience Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a learner must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide the learner with respect to the requirements, it is the ultimate responsibility of the learner to follow them.

Fingerprint Clearance

Prior to participation in any practicum/field experience, and in accordance with Arizona State Statute A.R.S. § 15-106, learners must have submitted a copy of an official Arizona Fingerprint Clearance Card or the official results of their federal fingerprint background clearance from their state Department of Public Safety or comparable agency or have one already on file with Grand Canyon University. Copies of this documentation should be faxed or scanned/emailed to the Teacher Education Specialists.

It is the student's responsibility to ensure that the fingerprint background clearance is current throughout the program including completion of student teaching.

Note: If learners are seeking an Arizona Institutional Recommendation for teaching or administrative credential, they must have an Arizona Fingerprint Clearance Card, in addition to their own state's fingerprint or background clearance documentation.

<http://www.gcu.edu/College-of-Education/Field-Experience-Practicum-and-Student-Teaching/Fingerprint-Clearance.php>

Commitment to Excellence

The College of Education requires its learners to possess essential skills that are founded on the professional standards for various educators (APTS, INTASC, CEC, and ISLLC), in addition to the specialized professional association standards for particular content areas. Learners must also demonstrate problem-solving techniques, employ assessment-based decision making, and function adeptly by employing critical and creative thinking skills and taking responsibility for their actions. Through developing a professional philosophy, demonstrating reflective thought

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and action evidenced in the e-Portfolio, and gaining an awareness of professional attributes, learners will have the opportunity to develop as professionals during the practicum/field experiences.

COE Expectations and Academic Standards

The following expectations for teacher candidates in the College of Education seeks to address the common issues and responsibilities of teacher candidates who are out in schools and school districts in a field experience and clinical practice setting. The statements are designed to be reflective of the fundamental principles and values that are desired of a teacher candidate and his/her professional and personal conduct in the field experience and clinical setting (student teaching). The conduct expectations clarify conduct unbecoming of a teacher candidate, and thus are subject to disciplinary action. By addressing these issues we seek to respond to and clarify our expectations for all of our teacher candidates who are representing themselves and Grand Canyon University in their role and work with students, cooperating teachers, supervisors, and school communities.

Teacher candidates in the College of Education represent GCU's value-based liberal arts institution. All teacher candidates who go out into the field are expected to abide by the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic, academic, and school community. Teacher candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to the expectation that the teacher candidate:

- Gives appropriate attention to college and site placement work
- Attends class, exercises, and engagements as required by the college and school site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with teacher candidates, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others



- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with teacher candidates, faculty, staff, school placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Adheres to college dispositional expectations, policies, and standards of academic honesty
- Represents themselves solely in all matters related to student teaching performance, evaluation, assessments, disciplinary action, etc.
- Dresses according to professional attire expectations which can be interpreted as:
 - Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses
 - Men: dress pants, button down shirts, polo shirts (with a collar), blazers
 - Dress not permitted: Anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes, jeans that are too loose fitting, ripped or faded. Teacher candidates must also follow the dress code of teachers at the school site.

Dispositional Expectations

- High Expectations- Educators should believe that all teacher candidates can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of teacher candidates and embrace the cultural diversity of the community.
- Justice- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.



- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Inquiry- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Integrity- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

Practicum/Field Experience Expectation Violations

The following violations clarify conduct unbecoming of teacher candidates in the College of Education. Teacher candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which teacher candidates are subjected to disciplinary action up to and including expulsion from the university.

Disorderly (unruly) interaction involving any individual outside of the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university.

(Disruptive behavior and Communication are addressed already below.)

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - Admission or eligibility to student teaching



- Information regarding the site placement school, the district and/or personnel
- Information regarding teacher candidates
- Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, cooperating teacher, university faculty supervisor, faculty or staff
- Failure to comply promptly with any reasonable directive from a cooperating teacher, university faculty supervisor, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the teacher candidates or the school community members

Zero Tolerance Policy

The College of Education is committed to an educational environment that is free from violence, both on-campus, off-campus, and at any school placement setting. The zero tolerance policy includes threatening statements, behaviors, or acts of violence against teacher candidates, faculty, and staff. The university prohibits and will take immediate action against:

- Acts or communication in any form whether oral or written, that threatens or violates the personal safety of others
- Action which can be interpreted as physical assault or abuse



- Threats to harm or endanger the safety of others
- Behaviors or actions interpreted by a reasonable person as carrying the potential for violence or acts of aggression

Disability Services and Special Accommodations

Students that require special accommodations for their practicum/field experience must register with the Disability Office at Grand Canyon University prior to their official placement. Students will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the *University Policy Handbook* for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows:

Phone: 602-639-6342

Email: disabilityoffice@gcu.edu

In order to establish certain accommodations at the placement facility, the University may need to disclose information regarding the student's disability status. Notification of the approved accommodation will be given to the placement school, the supervising teacher and also to the school district in order to ensure that the accommodations are appropriately facilitated. By initialing below, you are acknowledging that you understand this policy and give the University permission to disclose any necessary information about accommodations in order to ensure the wellbeing of yourself as well as the students in your placement classroom, and the staff of the placement school.

Participant Roles for Field Experiences

The following section addresses and defines the roles of all participants involved in threaded field experiences.

- **Classroom Teacher:** The classroom teacher is defined as the teacher hosting the teacher candidate in field experiences other than clinical practice. The classroom teacher's responsibility focuses on the students in his/her classroom, rather than on the teacher candidate. The teacher's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students' performance.



- **Course Instructor:** The Course Instructor is defined as the university faculty member assigned to teach the course. Course Instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the teacher candidate's field experience, particularly lesson planning and instructional design.
- **Teacher Candidate:** The teacher candidate is defined as the student who is actively enrolled in the College of Education program of study who works to fulfill all field experience requirements. The role of the teacher candidate includes observing the classroom teacher, meeting the field experience assignment competencies, and submitting assignments that demonstrate applied learning. Before the clinical practice experience (student teaching), Teacher Candidates must have completed all of the required coursework as well as all associated requirements listed in the University Policy Handbook.
- **Teacher Education Specialist: (TEdS):** The Teacher Education Specialist support students in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, field experiences, clinical practice, and Institutional Recommendation. The Teacher Education Specialist also ensures all required programmatic criteria necessary to participate in the clinical practice experience is met by the Teacher Candidate prior to placement, which include the prerequisite hours and coursework for clinical practice. The TEdS will work in tandem with the teacher candidates' academic counselors, finance counselors, and other offices on campus to facilitate completion of the teacher candidate's program of study.
- **Teacher Placement Specialist (TPS):** The Teacher Placement Specialist works in conjunction with the TEdS to ensure placement for practicum and completes the placement for student teaching. The TPS communicates with districts and students during student teaching (clinical practice) placement and student teaching course regarding roles and expectations of student teaching.

Respect for the Diversity of Others

Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators,



administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.

The College of Education promotes respect for the value of community, diversity, and the rich cultural tapestry of a global society. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Teachers in advanced programs are expected to complete field experiences in educational settings with diverse populations. In the context of field experience, the Colleges define diversity as placements that contain variance in any the following:

- cultural students whose primary language is other than English
- cultural grade or age level distribution of the school/class, district or school demographic information (e.g. cultures, ethnicities, socio-economic distribution represented)
- cultural district or school's academic performance ranking (e.g. adequate yearly progress, school report card, school label/grade)
- cultural stability of the community
- cultural qualifications of the teacher
- cultural qualifications of the teacher per, gender distribution of the class)
- cultural students with exceptionalities (e.g. students who receive services for gifted education or as specified by an IEP, ADA Section 504)

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

These proficiencies include:

- Embracing diversity in all individuals
- Using a diverse perspective to cast light on global awareness
- Encouraging diversity of thought and practice from others
- Celebrating the potential of diversity
- Knowing the backgrounds and cultures of students
- Promoting respect and understanding among all cultures
- Not tolerating or minimizing inappropriate behavior when observed



The prerequisite field experiences for student teaching in the College of Education have been designed to insure Teacher Candidates have encountered a diverse population of students and settings. The variety of student groups include: Pre-Kindergarten through 12th grade, ELL students, males and females, and students from low socio-economic environments. Settings include: public and private schools, community organizations, individuals, small groups, large groups, and Title 1 schools. Failure to meet the diversity criteria set forth in the program of study or the minimum expectations of field experience hours will prohibit the learner from applying for and entering the capstone experience: student teaching.

Documentation

As learners move through their practicum/field experiences, they will review, formulate, and refine their professional practices based on the increased development and demonstration of competencies grounded in the professional knowledge and skills of the field. This process is the essential ingredient for professional growth, as it will lead the learner from student to professional/practitioner. Through the relationships maintained with instructors, peers, and other professionals, personal, philosophical, ethical, and theoretical beliefs will be actualized. Significant decisions and choices will be determined by the learner's analytical and behavioral approaches to the practicum work. It is paramount that timely, accurate documentation of activities using required forms and documents is kept. Once a site has been selected, learners are required to log the practicum/field experience hours on the Practicum/Field Experience Observation and Activity Log (Appendix) and submit to their instructor, along with other benchmark assessment or signature assignment documentation as outlined in each course syllabus.

Remember, practicum/field experience success will be largely determined by the learner's own actions. You must take the responsibility to make the practicum/field experience an effective and relevant one. As a practitioner, keeping a positive attitude and a committed work ethic contributes to a successful learning experience.

Practicum Placement

An official letter is provided to the teacher candidate who confirms the candidate attends GCU, the program enrolled, the current course, and the number of hours required for the field experience. This letter is provided by the candidate's Teacher Education Specialist and the purpose of the letter is to authenticate the student's eligibility to complete field experience requirements within their school district.



The Teacher Education Specialist supports the teacher candidate in selecting appropriate placement based on the course practicum/field placement setting requirements identified in the Benchmark Assessment resource provided in their course when selecting their site.

A list of potential sites is based on criteria identified in the curriculum. The curriculum is designed to ensure that a variety of settings are experienced over the entire program of study.

It is important to make site visits to potential sites to gain an understanding of interests, professional practices, organizational focus, needs, and ability to offer appropriate on-site supervision (Faiver, Eisengart, & Colonna, 2004). Be sure choices are consistent with practicum/field experience requirements, desires for skill development, and future certification or licensure criteria. In the case the teacher candidate cannot complete practicum/field experience hours within the designated perimeters, he/she will need to contact the course instructor for the necessary documentation of a practicum site modification. Although not an exhaustive list, these possible sites may be available year-round and include the following:

Public, private, and/or parochial or religiously-affiliated schools (both Title 1 and non-Title 1)

- Boys/Girls Clubs
- After School Programs
- Head Start
- Commercial Learning Centers, e.g. Sylvan, Huntington, Kumon
- Tutor Time, ChildTime, or other licensed preschool settings
- Immigration and Naturalization Service English classes
- Community college remedial courses
- YMCA and YWCA
- Jewish Social Services, Catholic Social Services, Lutheran Social Services, or other community-based continuing education opportunities
- Summer Camp programs
- Private formal tutoring classes with a certified teacher
- Virtual schools with a certified teacher
- Home School networks with a certified teacher

The following sites may provide useful information:

- Local School Directory (All states listed): <http://www.localschooldirectory.com/>
- State Department of Education Websites: Arizona Department of Education <http://www.ade.state.az.us/>
- Private School Review (All states listed): <http://www.privateschoolreview.com/> ©
- Year Round Schools on the Web <http://nayre.org/YRE%20Schools%20on%20the%20Web.html>



Evaluation

Informal Assessment

Throughout the practicum/field experience, the learner will be in direct contact with a teacher, who will provide informal feedback and modeling. In addition, the GCU course instructor and/or members of the College of Education are available to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions.

Formal Evaluation

The practicum/field experience classroom teacher should complete the Classroom Teacher Evaluation on the Practicum/Field Experience Observation and Activity Log (Appendix) to provide feedback on the learner's effectiveness and professionalism. It will be important to respond to the evaluation by asking questions and obtaining clarification of its contents. Finally, all learners are evaluated by benchmark assessment/signature assignment rubrics that are designed to measure the learner's competency demonstrations of the essential professional standards.

Grading

In order to earn a final grade for the practicum/field experience and its related assessments, learners must complete all projects, forms, evaluations, and documents needed to fulfill course requirements accurately, professionally, and in a timely manner. Additionally, any and all benchmark assessments/signature assignments (including the work products, logs, forms, etc.) required for e-Portfolio submission must be submitted to TaskStream for evaluation, as well as to the appropriate drop box in the online classroom. The course instructor will use the grading scale and rubrics identified in the syllabus to determine the final grade.

Ensuring Practicum Success

There are ten unavoidable truths about ensuring a successful practicum experience. These are foundational concepts of professional work and based on common sense developed over time. Follow them carefully to achieve the fullest potential.

1) Do Not Rush

When learners rush, they make mistakes that can be difficult to repair. Working quickly as a result of many years of successful practice is not to be confused with rushing. When in a rush,



learners are focused on getting the job done in less time. Attention needs to be on quality of performance, mastering skills, servicing others well, and understanding the process you are engaged in. With attention properly focused, learners will naturally become quicker without rushing.

2) Learn to Sharpen Skills

Learning to sharpen skills is a gateway behavior that leads to becoming a professional. Failing to take time to develop prerequisite skills results in work that is clumsy or awkward. Better results will be achieved if the time required to practice new skills is taken prior to attempting more difficult tasks. It is much easier and safer to find someone to help with task accomplishment than to let pride keep one from seeking assistance.

3) Think Quality

If one thinks quality first, quantity will follow. The more efficient one is at basic skills, the greater the opportunity to gain an ever-increasing array of new skills.

4) Finish the Practicum/Field Experience Well

With every clinical experience, there is detail work that must be done to complete the job well. Often, ideas, concepts, and global plans represent the joy and excitement of starting a new practicum, but they are not the stuff of successfully finishing the project. Hard work, attention to detail, refinement, organization, and consistent carry-through are the hallmarks of a project well done. They are the tasks that take as long or longer to complete as the initial formation of a project.

5) Practice Makes Perfect

When it comes to skill building, there is no substitute for practice. Proper practice will improve skills and make them permanent. Skill and mastery is gained through practice. Practice within safe parameters; when one makes an intentional decision to expand skill application, success is more likely and the results more pleasing.

6) Make a Dry Run

When rushing, the opportunity to experience an activity through a dry run is typically skipped. The result is that one may be stumbling around trying to discover how to fix a problem while in the middle of an activity. This is not a satisfactory scenario and compromises effectiveness. Making a dry run allows one to understand the organizational and instructional process more completely to identify components requiring adjustment.



7) Good Planning Trumps Procrastination

As humans, errors will occur. The opportunity for planning should never be overlooked as it decreases errors. Too often, otherwise excellent activities or lessons are compromised by procrastination or complacency relative to planning. When an activity is not well organized, there is no simple fix. One may just have to start over. Do not allow procrastination to compromise the activity.

8) Integrate Skills

Multiple theories, models, problem-solving techniques, and alternative methodologies characterize the education profession. As such, learners should not rely on one set of skills or problem-solving method. Integrate skills, seek dynamic solutions to problems, and always use the simplest approach rather than creating complicated techniques that demand elaborate designs that waste precious time or resources.

9) Master a Variety of Skills by Focusing on the Professional Standards

The reality is that efficient and effective professionals know how to apply an array of techniques, models, methodologies, and problem-solving tools. Throughout the practicum, seek to learn many different professional models or tools for problem solving. Too often, individuals feel that they must specialize and master a few theories or select models at the expense of learning a broad array of skills. This is false pride, professional snobbery, and faultfinding that severely limits practitioner effectiveness. When a variety of skills are available for problem solving, efficiency and effectiveness is maximized.

10) Maintain an Organized, Flexible Practicum Plan

Think of the practicum as a tool. Keep it focused, and be willing to adjust it as a result of ongoing reflection. It is easy to try to wing it, resulting in a less than exemplary performance. This is unfair to the students, colleagues, or administrators with whom the learners are working each day. Learners must be completely focused and prepared for every lesson, new technology skill, or activity in the action plan.

Summary

It has been a significant pleasure for Grand Canyon University faculty to serve you throughout the program of study. To be a part of the educational process and share in the transformation from learner to competent practitioner is a humbling and inspiring experience for the faculty and staff in College of Education. As you will continue to be a Grand Canyon University



Ambassador throughout your professional career, it is our pledge to support you throughout your professional life. We are sure that your Grand Canyon University experiences, education, and degree will increase in value throughout your professional career. May God bless you, watch over you, provide you wisdom in times of need, and remain a centering anchor in your life.



References

- Faiver, C., Eisengart, S., & Colonna, R. (2004). *The counselor intern's handbook*. Belmont, CA: Thompson/Brooks Cole.
- Martin, G. E., Wright, W. F., & Danzig, A. B. (2003). *School leader internship: Developing, monitoring, and evaluating your leadership experience*. Larchmont, NY: Eye on Education.



Appendix

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Practicum/Field Experience Observation and Activity Log Directions

The practicum/field experience is an opportunity for teacher candidates to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Please be mindful of the following guidelines when completing the practicum/field experience and the observation and activity log.

- Ensure that the teacher being observed is the teacher of record. Teacher Candidates should NOT observe para-educators for practicum purposes.
- Complete a separate Practicum Observation and Activity Log for each classroom being observed. (i.e. A teacher candidate must complete 10 hours of practicum for his/her course. He/she completes 5 hours in one classroom and 5 hours in another classroom. The teacher candidate should complete two separate logs, one for each experience.)
- Fill out the Practicum Observation and Activity Log in entirety including:
 - Teacher Candidate name and signature
 - GCU Course Name and Number
 - Name and address of the practicum/field experience site,
 - Name, email, phone, and signature of the observed teacher
 - Feedback/evaluation from observed teacher
 - Dates and times observation took place
 - Activities/what was observed
- Print clearly or type. The signatures required at the bottom of the form may NOT be typed.
- Use a separate piece of paper if additional room is needed. Include any additional pages in the Taskstream submission.
- The Practicum Observation and Activity Log must be submitted into Taskstream as a separate attachment from the course's Benchmark Assessment Assignment.
- Do not take a picture of the log. Scan and upload the log as a document into Taskstream.



Practicum/Field Experience Observation and Activity Log

(Please Print and Complete Entire Form)

Teacher Candidate Name: _____ GCU ID: _____
 Course Name/Number: _____
 Name of School: _____ School Address _____
 Classroom Teacher Name & Phone: _____

Log of Hours Spent:

<u>Date</u>	<u>Time Spent (Hours: Minutes)</u>	<u>Activity (What did you do?)</u>
	Total	

Classroom Teacher Evaluation:

Thank you for allowing our learner to observe and/or participate in your classroom. At the end of the practicum/field experience, please evaluate the learner by taking into consideration that he/she is a prospective teacher. Write a brief narrative, in the space provided below, assessing the performance of the learner in the activities in which he/she was involved.

The data entered into the Observation and Activity Log may be audited for accuracy by a College of Education Representative. Falsifying information is a form of Academic Dishonesty and is a violation of GCU's Code of Conduct Policy.

Teacher Candidate's Signature: _____

Classroom Teacher Signature: _____ Email: _____

Please submit this completed form to your TaskStream account in conjunction with the required assignment.



Using the IEP Meeting Observation Parent Consent Form

The attached letter and consent form is intended for use in field experience. It is the teacher candidate's responsibility to distribute the following IEP Meeting Observation Parent Consent Form to the parents of the student whose IEP meeting you would like to observe. The GCU student teacher must collect the IEP Observation Permission Form from the parent prior to any observation in the IEP meeting. If there are any additional student's IEP meetings you would like to observe, a form must be collected from each parent. One form is needed for each observation. If the form has not been completed by the day of the IEP meeting, the teacher candidate may not attend the IEP meeting.

Upon collection of the IEP Meeting Observation Parent Consent Form, the teacher candidate will scan and upload the pages into a data file on his/her computer where they are easily accessible for later reference or retrieval if needed.



IEP Meeting Observation Parent Consent Form

This letter is in regards to _____, a teacher candidate currently enrolled in a Grand Canyon University regionally accredited and Arizona-approved program. This program is offered by the College of Education for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure in special education.

As part of the learning process, the teacher candidate is requesting to observe an IEP meeting. The purpose of this observation will be for the professional development of the GCU teacher candidate. The student teacher understands that all information from the IEP meeting must remain confidential

Please complete the Consent Form below by writing your child's name, parent name, and sign the parental approval of this request. Thank you for supporting the development of our GCU teacher candidate!

Deborah L. Rickey, Ph.D.
Assistant Dean
College of Education
Grand Canyon University
3300 W. Camelback Road Phoenix, AZ 85017

IEP Meeting Observation Parent Consent Form

I give permission for the GCU teacher candidate to observe the IEP meeting for my child as he/she participates in a field experience at my child's school.

Student Name:	Date:
Parent Name:	Parent Signature:



Video Recording Permission Request

This letter is in regards to _____, a student currently enrolled in a Grand Canyon University regionally accredited and Arizona-approved program. This program is offered by the College of Education for students who are preparing for a teaching career in elementary and middle school and are seeking initial teacher licensure. Student teaching is the culminating experience in the Teacher Candidate's academic Program of Study.

As part of the evaluation process, the student teacher requires a short video teaching a lesson. The video will focus primarily on the student teacher, but may also involve students in the classroom. The purpose of the video is for reflection and professional development for the student teacher, and evaluation by the Faculty Supervisor. The videos will be uploaded to a secure, password protected site which uses authenticated URLs and tracks the activity of all users and IP addresses.

Please complete the Permission Form below by writing your child's name, parent name, and sign the parental approval of this request. Thank you for supporting the development of our GCU student teacher!

College of Education
Grand Canyon University
3300 W. Camelback Road Phoenix, AZ 85017

Video Recording Permission Form

I give my permission to film (including audio and video) my child as he/she participates in a class instructed by the GCU student teacher at my child's school. I understand that my child's last name will not be used. Approval, compensation or copyright interests will not be offered to parents or students.

Student Name:	Date:
Parent Name:	Parent Signature:



Practicum Requirements by Program

B-ECH

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher’s feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)
ECH125	20	In conjunction with a field/practicum experience that permits the observation of early childhood practitioners in a Title 1 school and a Pre-school, learners examine a variety of early childhood learning theories and articulate their own philosophy of early childhood education.	Examine a variety of early childhood learning theories and begin to articulate your own personal learning philosophy. Write an essay based on discussions with mentor teacher, including the following: The nature/nurture concept and debate, What it means to be an early childhood professional, The role of the early childhood educator as a professional in the teaching and learning of children, The role of the early childhood educator as advocate on behalf of children, The meaning of teaching and learning for birth to grade 3 children, including your views on the statement “all children can learn” and key assessment practices, The role of technology in the education



			of young children, The importance of environment to teaching and learning for birth to grade 3 children. (See syllabus for further details.)
ECH135	20	In their practicum/field experiences in a Title 1 school with grades K-3 and in a Birth-PK classroom, learners will evaluate the classroom environment of their mentor teachers, before creating their own plan that includes the classroom's physical arrangement, organization of materials and resources, guidelines for behavior, and developmentally appropriate management techniques and routines.	Design a visual classroom environment plan that includes the physical arrangement and organization of materials and resources. Be creative: there are no money or size constraints. (See syllabus for further details.)
ECH225	20	Resulting from their K-3 and Title 1 practicum/field experiences, learners will identify, analyze, and critique these techniques in light of the necessary progress to be made for all students, including progress toward IEP goals for the student with a disability, as well as in light of current research.	Use your practicum/field experience to write an essay identifying, analyzing, and critiquing the instructional and behavioral support strategies that affect the learning of a typical, an atypical, and a gifted student. (See syllabus for further details.)



ECH235	20	While their practicum/field experiences take learners to both Birth-PK and K-3 (Title 1) learning environments, the Benchmark Assessment focuses on a first grade classroom. In it, learners create a curriculum unit and parent event centered on health, safety, nutrition, and fitness content areas and the early childhood standards related to them.	It is Wellness Week in your K–3 Title 1 School. In your first grade classroom, you have designed a curriculum unit that comprehensively covers health, safety, nutrition, and fitness for your students. For each of these areas, design two lessons. (See syllabus for further details.)
ESL223 N	10	Observe, interview, and instruct two (10 hours total) classrooms that service ELL students and one placement must be in a Title 1 school.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)
ECH335	20	In conjunction with a practicum/field experience that permits the observation of early childhood practitioners in a Title 1 (K-3) school and a Birth-PK classroom, and using national content and NAEYC standards, learners will design and teach a content area lesson.	Design a whole group or small group reading lesson plan for PK students. Ensure you have used one of the lesson plan templates available on the College of Education’s page in the Student Success Center. You will teach this lesson to the class for which it was created and your mentor teacher will videotape your presentation of the lesson. View the video with your mentor teacher and together analyze your strengths and weaknesses. Reflect on your practice. Write a reflective essay



			analyzing the effectiveness of the lesson. Evaluate your strengths and weaknesses. (See syllabus for further details.)
ESL433 N	15	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.	Write an essay that is informed by the field experience, including all elements of the SIOP lesson, your mentor teacher observations, and the tutoring sessions. Include a rationale for the learning theories that were used to support the instructional design. (See syllabus for further details.)
TOTAL	140		

B-EEDSPE-DUAL

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)



		disability, physical impairments, and/or health impairment.	
ESL223N	10	Observe, interview, and instruct two (10 hours total) classrooms that service ELL students and one placement must be in a Title 1 school.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)
SPE330	15	Spend 15 hours in the practicum experience. Let each of your mentors know that you are working on developing your personal special education philosophy. Two observations must be in different grade levels and one placement must be in a Title 1 school	Interview the following: One teacher who has an inclusive classroom, one teacher who has a self-contained classrooms and at least one principal about their school's philosophy concerning operating inclusive and/or self-contained classrooms. Based on what you learned about inclusive and self-contained classrooms from the interviews and course work, write an essay communicating your special educational philosophy. (See syllabus for further details.)



EED465	20	Observe and interview three (15 hours total) social studies 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school.	Choose a specific grade and concepts from the Social Studies Standards. You will need to select one (1) particular concept from each of the Social Studies strands: American History, World History, Civics/Government, Geography, and Economics. Design a five-day WebQuest that could be used to teach and assess one (1) particular concept from each of the Social Studies strands listed above. Write a reflection on why you think the WebQuest you have devised represents best practices for teaching social studies and how your mentor teacher's practices influenced your design. (See syllabus for further details.)
EED364	20	Observe and interview two (20 hours total) math and/or science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school.	Create a unit of study integrating science and math content of fractions, decimals, and/or percents. Write a narrative that addresses the assignment criteria, gives specific examples from the unit of study, and state your rationale. (See syllabus for further details).
SPE359	20	Spend 15 hours in a setting that serves a student with a learning disability. This setting can be <u>resource room</u> or a <u>regular educational setting</u> in which the student is mainstreamed.	Identify a student who has a learning disability. Identify one area in which the student academically struggles. Implement the lesson plan with the student and provide, in written form, a reflection with regard to effectiveness of the strategies. Also, please include a reflection indicating what you would do the same/different if you were to use this strategy again.



			Write an essay in which you include information from each of the 3 parts. (See syllabus for further details.)
SPE357	20	Interview and observe a (20 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).	Make a three-column chart with the following column headings: Observation, Reflection, and Recommendation. Using your notes from your practicum experience, complete the chart. (See syllabus for further details.)
SPE351	20	Observe and interview a (20 hours total) classroom comprised of students with intellectual disability. Interview a teacher of students with intellectual disability. Attend an IEP meeting and/or conference for a student with intellectual disability.	Interview a teacher of students with intellectual disability. Specifically, focus your interview questions concerning the impact an individual with intellectual disability has on family structure. You may also want to center your questions on the collaborative skills necessary for teachers to possess when interacting with families who have a child with intellectual disability. Next, attend an IEP meeting and/or conference for a student with intellectual disability. Write an essay that chronicles your observations and reactions, using your text and notes from lectures, and your



			<p>recommendations to foster better collaboration with regard to what you observed in the meeting. (See syllabus for further details.)</p>
SPE358	20	<p>Select 3 classrooms that serve students with physical and/or health impairments. Two observations must be in different grade levels and one placement must be in a Title 1 school. Each observation will be 5 hours (20 hours total practicum experience). Let the classroom teacher know you are working to identify and evaluate instructional, behavioral, and social skills accommodations/modifications for students with physical and/or health impairments.</p>	<p>Identify a minimum of 10 accommodations and/or modifications that the teachers used to assist students with physical and/or health impairments. Describe them in detail and then evaluate them according to research findings from a minimum of five references. Select three accommodations/modifications to implement with a student who has a physical or health impairment (you may use three different students if desired). Obtain parental permission to access the student's IEP (or choose one of the three students). Analyze the student's IEP. Write an essay that encompasses the three sections. (See syllabus for further details.)</p>



EED470	20	<p>Observe, interview, and instruct a (20 hours total) K-3 classroom paying attention to: observations only; look for differentiation techniques for ELL's and special needs students, phonemic awareness and phonics, word study and fluency, vocabulary development, and comprehension. A pre- and post-test will be administered to one student.</p>	<p>Write an essay summarizing: Your learning experience during the practicum, Assessment administration- the pre and post assessment data, challenges and strengths, Data analysis, Include a chart or graphic organizer, Specific activities with the student during instruction, Progress made to be notated in the chart, Collaboration with the classroom teacher, Your reflection on how assessment guides instruction. Explain how data was used to target the needs of the student and to plan instruction. Combine all of your assessment data, copies of your lesson plans for each of the literacy areas, and reflection paper. (See syllabus for further details.)</p>
EED475	20	<p>Observe three (9 hours total) 4-8 classroom within two different grade levels and one placement must be in a Title 1 school. Create and instruct a (6 hours total) mini-lesson (15-30 minutes) to address each of the following areas related to literacy development: (a) Monday: Oral language and Vocabulary (b) Tuesday: Phonics, word patterns, and word analysis (c) Wednesday: Fluency (d) Thursday: Reading Comprehension (e) Friday: Writing</p>	<p>Write a <i>Practicum Reflection</i> that includes the following: A synopsis of your observations in the reading classrooms, and how they influenced your Language Arts Unit Plan, A reflection on the Language Arts Unit after you taught it. What were its strengths and weaknesses? What would you change and why? What did you learn about teaching from your mentor teacher? Include this reflection with your Unit Plan. (See syllabus for further details.)</p>



ESL433N	15	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.	Write an essay that is informed by the field experience, including all elements of the SIOP lesson, your mentor teacher observations, and the tutoring sessions. Include a rationale for the learning theories that were used to support the instructional design. (See syllabus for further details.)
TOTAL	215		

B-SED

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
CORE			
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher's feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)



ESL223N	10	Observe, interview, and instruct two (10 hours total) classrooms that service ELL students and one placement must be in a Title 1 school.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)
SED444	30	Spend 10 hours in three classrooms each (30 hours total), grades 7–9. Two observations must be in different grade levels and one placement must be in a Title 1 school. Throughout the practicum, observe your mentors (three in all).	Design a complete instructional unit, 10 lesson plans, in your subject area. Present and defend the unit to a mentor teacher. After revising the unit based on input from a mentor teacher, teach three of the lessons from your unit to a group of students. (See syllabus for further details.)
SED435	30	Spend 30 hours in a middle school or high school classroom, grades 8-12. It can be a classroom outside your content area	Literacy Observation Journal Candidates observe students as they demonstrate different literacy traits. Individual and whole class literacy profiles are completed and analyzed. (See syllabus for further details.)
SED455	20	Spend 20 hours in a grade 10-12 classroom	Teacher candidates will develop a 10-day (two-week) UbD curriculum unit of study in their content area for a group of students in their Practicum Placement. Solicit feedback from your mentor teacher about your 10-day UbD curriculum unit plan. (See syllabus for further details.)



ESL433N	15	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.	Write an essay that is informed by the field experience, including all elements of the SIOP lesson, your mentor teacher observations, and the tutoring sessions. Include a rationale for the learning theories that were used to support the instructional design. (See syllabus for further details.)
TOTAL	120		
SOCIAL STUDIES			
SED485	30	Spend 10 hours in three classrooms (30 total hours), grades 9-12. Two observations must be in different grade levels and one placement must be in a Title 1 school	Design a five-day WebQuest that could be used to teach and assess one particular concept from each of the Social Studies strands. (See syllabus for further details.)
	150		
BIOLOGY			
SED483	15	Observe and interview three (15 hours total) 9-12 Science classrooms within two different grade levels, and with one placement being in a Title 1 school	Choose a “Big Idea” in science and develop a Thematic Unit composed of five lesson plans, which will comprehensively address the Big Idea through a meaningful experience/real-world experience. (See syllabus for further details.)
	135		



BUSINES S			
SED454	30	Spend 10 hours in three classrooms each (30 hours total) in grade 7-12 classrooms. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Using your practicum observations, compare and contrast how the observed classroom teachers implemented literacy strategies to support reading in the classroom. After critiquing each strategy, create three mini-lesson plans that describe the implementation of the strategies you chose for your specific content area. Teach each mini-lesson with a group of students using your practicum class or teaching one student in a tutoring environment. (See syllabus for further details.)
	150		
CHEMIST RY			
SED482	15	Observe and interview three (15 hours total) 9-12 Math classrooms within two different grade levels, and with one placement being in a Title 1 school.	Create a unit of study addressing five different mathematic strands. (See syllabus for further details.)



SED483	15	Observe and interview three (15 hours total) 9-12 Science classrooms within two different grade levels, and with one placement being in a Title 1 school	Choose a “Big Idea” in science and develop a Thematic Unit composed of five lesson plans, which will comprehensively address the Big Idea through a meaningful experience/real-world experience. (See syllabus for further details.)
	150		
ENGLISH			



SED454	30	Spend 10 hours in three classrooms each (30 hours total) in grade 7-12 classrooms. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Using your practicum observations, compare and contrast how the observed classroom teachers implemented literacy strategies to support reading in the classroom. After critiquing each strategy, create three mini-lesson plans that describe the implementation of the strategies you chose for your specific content area. Teach each mini-lesson with a group of students using your practicum class or teaching one student in a tutoring environment. (See syllabus for further details.)
	150		
MATH			
SED482	15	Observe and interview three (15 hours total) 9-12 Math classrooms within two different grade levels, and with one placement being in a Title 1 school.	Create a unit of study addressing five different mathematic strands. (See syllabus for further details.)
	135		



B-EED

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
SPE226	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional disability, learning disability, physical impairments, and/or health impairment.	Write an Accommodation/Lesson Plan based on your observations. Implement the modified lesson with the targeted student. Seek the mentor teacher’s feedback on your teaching. Write a reflective analysis. (See syllabus for further details.)
ESL223N	10	Observe, interview, and instruct two (10 hours total) classrooms that service ELL students and one placement must be in a Title 1 school.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)



EED465	20	Observe and interview three (15 hours total) social studies 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school.	Choose a specific grade and concepts from the Social Studies Standards. You will need to select one (1) particular concept from each of the Social Studies strands: American History, World History, Civics/Government, Geography, and Economics. Design a five-day WebQuest that could be used to teach and assess one (1) particular concept from each of the Social Studies strands listed above. Write a reflection on why you think the WebQuest you have devised represents best practices for teaching social studies and how your mentor teacher's practices influenced your design. (See syllabus for further details.)
EED364	20	Observe and interview two (20 hours total) math and/or science 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school.	Create a unit of study integrating science and math content of fractions, decimals, and/or percents. Write a narrative that addresses the assignment criteria, gives specific examples from the unit of study, and state your rationale. (See syllabus for further details.)



EED470	20	<p>Observe, interview, and instruct a (20 hours total) K-3 classroom paying attention to: observations only; look for differentiation techniques for ELL's and special needs students, phonemic awareness and phonics, word study and fluency, vocabulary development, and comprehension. A pre and post test will be administered to one student.</p>	<p>Write an essay summarizing: Your learning experience during the practicum, Assessment administration- the pre and post assessment data, challenges and strengths, Data analysis, Include a chart or graphic organizer, Specific activities with the student during instruction, Progress made to be notated in the chart, Collaboration with the classroom teacher, Your reflection on how assessment guides instruction. Explain how data was used to target the needs of the student and to plan instruction. Combine all of your assessment data, copies of your lesson plans for each of the literacy areas, and reflection paper under one APA-style title page. (See syllabus for further details.)</p>
EED475	20	<p>Observe three (9 hours total) 4-8 classroom within two different grade levels and one placement must be in a Title 1 school. Create and instruct a (6 hours total) mini-lesson (15-30 minutes) to address each of the following areas related to literacy development: (a) Monday: Oral language and Vocabulary (b) Tuesday: Phonics, word patterns, and word analysis (c) Wednesday: Fluency (d) Thursday: Reading Comprehension (e) Friday: Writing</p>	<p>Write a <i>Practicum Reflection</i> that includes the following: A synopsis of your observations in the reading classrooms, and how they influenced your Language Arts Unit Plan, A reflection on the Language Arts Unit after you taught it. What were its strengths and weaknesses? What would you change and why? What did you learn about teaching from your mentor teacher? Include this reflection with your Unit Plan. (See syllabus for further details.)</p>



ESL433N	15	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.	Write an essay that is informed by the field experience, including all elements of the SIOP lesson, your mentor teacher observations, and the tutoring sessions. Include a rationale for the learning theories that were used to support the instructional design. (See syllabus for further details.)
TOTAL	120		
ECH EMPHASIS			
ECH235	20	While their practicum/field experiences take learners to both Birth-PK and K-3 (Title 1) learning environments, the Benchmark Assessment focuses on a first grade classroom. In it, learners create a curriculum unit and parent event centered on health, safety, nutrition, and fitness content areas and the early childhood standards related to them.	It is Wellness Week in your K–3 Title 1 School. In your first grade classroom, you have designed a curriculum unit that comprehensively covers health, safety, nutrition, and fitness for your students. For each of these areas, design two lessons. (See syllabus for further details.)
ECH335	20	In conjunction with a practicum/field experience that permits the observation of early childhood practitioners in a Title 1 (K-3) school and a Birth-PK classroom, and using national content and NAEYC standards, learners will design and teach a content area lesson.	Design a whole group or small group reading lesson plan for PK students. Ensure you have used one of the lesson plan templates available on the College of Education’s page in the Student Success Center. You will teach this lesson to the class for which it was created and your mentor teacher will videotape your presentation of the lesson. View the video with your mentor teacher and together analyze your strengths and weaknesses. Reflect on your practice. Write a reflective essay analyzing the effectiveness of the



			lesson. Evaluate your strengths and weaknesses. (See syllabus for further details.)
TOTAL	160		

M-ECH

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
ESL523N	10	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school. Create and implement a SIOP lesson.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further



			details.)
ECH520	20	In conjunction with a field/practicum experience that permits the observation of early childhood practitioners in a Title 1 school and a Pre-school, learners examine a variety of early childhood learning theories and articulate their own philosophy of early childhood education.	Examine a variety of early childhood learning theories and begin to articulate your own personal learning philosophy. Use course readings on particular theories and theorists, as well as the GCU e-Library for scholarly articles that can be used in support of it. Discuss with your mentor teachers and write an essay. (See syllabus for further details.)
ECH525	20	In their practicum/field experiences in a Title 1 school with grades K-3 and in a Birth-PK classroom, learners will evaluate the classroom environment of their mentor teachers, before creating their own plan that includes the classroom's physical arrangement, organization of materials and resources, guidelines for behavior, and developmentally appropriate management techniques and routines.	Design a visual classroom environment plan that includes the physical arrangement and organization of materials and resources. Be creative: there are no money or size constraints. (See syllabus for further details.)
ECH530	20	Resulting from their K-3 and Title 1 practicum/field experiences, learners will identify, analyze, and critique these techniques in light of the necessary progress to be made for all students, including progress toward IEP goals for the student with a disability, as well as in light of current research.	Using your practicum/field experience and in an essay, identify, analyze, and critique the instructional and behavioral support strategies that affect the learning of a typical, an atypical, and a gifted student. (See syllabus for further details.)



ECH535	20	While their practicum/field experiences take learners to both Birth-PK and K-3 (Title 1) learning environments, the Benchmark Assessment focuses on a first grade classroom. In it, learners create a curriculum unit and parent event centered on health, safety, nutrition, and fitness content areas and the early childhood standards related to them.	In conjunction with your practicum/field experience, in a Title I school, you will create an event and write a synopsis of what you have observed. (See syllabus for further details.)
ESL533N	15	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.	Write an essay that is informed by the practicum experience, including all elements of the SIOP lesson, your mentor teacher observation, and the tutoring session. Include a rationale for the learning theories that were used to support the instructional design. (See syllabus for further details.)
ECH640	20	In conjunction with a practicum/field experience that permits the observation of early childhood practitioners in a Title 1 (K-3) school and a Birth-PK classroom, and using national content and NAEYC standards, learners will design and teach a content area lesson.	Based on your experience of teaching the content area lesson and from the feedback of your mentor teacher, revise the lesson plan. Ensure you have used one of the lesson plan templates available on the College of Education's page in the Student Success Center. Write a 1250-1500 word reflective essay analyzing the effectiveness of the lesson.
TOTAL	125		



M-SPE-CC

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
ESL523N	10	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school. Create and implement a SIOP lesson.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)
ESL533N	15	Observe and interview a (15 hours total) classroom with an SEI-endorsed instructor in k-3 or 4-8 (Elem & SP Ed) within two different grade levels and one placement must be in a Title 1 school. Spend 2 hours in one-on-one tutoring with an ELL reader. Implement, assess, and reflect on a SIOP lesson.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)



SPE536	20	Observe and interview a (20 hours total) classroom for students with disabilities. Identify two students for this assignment: (1) One student in early childhood special education. (2) One post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place.	Write two case studies, one on each of the two students selected for this assignment, a student in early childhood special education and a post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. Do not use the student's name in the case study. (See syllabus for further details.)
SPE557	20	Interview and observe a (20 hours total) classroom comprised of students with learning disabilities. This setting can be resource room or a regular educational setting in which the student is mainstreamed. Identify a student and Implement a lesson plan to assist this student.	Write a report that includes a vivid picture of the classrooms and interactions of the students and teachers. (See syllabus for further details.)
SPE558	20	Interview and observe a (20 hours total) self-contained classroom comprised of students with emotional / behavioral disabilities. During this time, note instructional practices and behavior interventions that appear to be effective and ineffective when working with students with emotional disabilities. Also, observe the various systems for behavior modification (their purpose, the way in which they are operated/enforced, etc.).	Make a 3-column chart with the following titles: Observation, Reflection, and Recommendation. Using your notes from your practicum experience, complete the columns. (See syllabus for further details.)



SPE553	20	<p>Interview a teacher of students with intellectual disability. Specifically, focus your interview questions on the impact an individual with intellectual disability has on family structure. You may also want to center your questions around collaborative skills necessary for teachers to possess when interacting with families who have a child with intellectual disability. Attend an IEP meeting and/or conference for a student with intellectual disability.</p>	<p>Interview a teacher of students with intellectual disability. Specifically, focus your interview questions on the impact an individual with intellectual disability has on family structure. You may also want to focus your questions on the collaborative skills necessary for teachers to possess when interacting with families who have a child with intellectual disability. Next, attend an IEP meeting and/or conference for a student with intellectual disability. Write an essay that describes your observations and reactions, using your text and notes from lectures, and your recommendations to foster better collaboration with regard to what you observed in the meeting. (See syllabus for further details.)</p>
SPE573	20	<p>Observe and interview three (15 hours total) classroom comprised of students with physical and/or health impairments within two different grade levels and one placement must be in a Title 1 school. Select three accommodations/ modifications to implement with a student.</p>	<p>Identify a minimum of 10 accommodations and/or modifications that the teachers used to assist students with physical and/or health impairments. Select three accommodations/modifications to implement with a student who has physical or health impairment (you may use three different students if desired). Implement them under the auspices of the mentor teacher. Write an essay that encompasses the three sections. (See syllabus for further details.)</p>
TOTAL	125		



M-SPE-SE

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
SPE510	15	Spend 15 hours in a setting that serves a student with a learning disability. This setting can be a resource room or a regular educational setting in which the student is mainstreamed.	<ol style="list-style-type: none"> 1) Research “what is a learning disability” and “how do individuals with learning disabilities process information? What are the challenges related to those individuals process information?” by using the GCU eLibrary and the Internet. 2) Identify a student who has a learning disability and answer the following questions: In which academic areas does the student struggle? In which academic areas does the student have strengths? How does the student’s disability influence the ability to socially interact with others (social skills)? 3) Identify one area in which the student academically struggles. Write and implement a lesson plan following these steps based on Hunter’s model 4) Write an essay in which you include information from each of the three parts above (See syllabus for further details.)



SPE512	15	Spend 15 hours in the practicum experience for this course. Before beginning the assignment, you must first identify students with one or more of the following disabilities: LD, ED, PI, HI, and/or ID. You must identify one student in early childhood special education and one post-secondary student	Write two case studies, one on each of the two students selected for this assignment, a student in early childhood special education and a post-secondary student who is in the process of transitioning, but who does not yet have a transition plan in place. (See syllabus for further details.)
SPE513	15	Spend 15 hours in a self-contained setting that serves individuals with emotional disabilities.	<p>Make a 3-column chart with the following titles: Observation, Reflection, and Recommendation. Using your notes from your practicum experience, complete the columns according to the following:</p> <p>In the Observation column, write that which you observed in terms of instructional practice, behavior interventions and modifications, and systems.</p> <p>In the Reflection column, write your reflection in terms of whether or not you believe this instruction, behavior, or system to be effective.</p> <p>In the Recommendation column, discuss what you would recommend in terms of improving that which you observed (be specific). (See syllabus for</p>



			further details.)
SPE514	15	Spend 15 hours in a setting that serves a student with intellectual disability. This setting can be a resource room or a regular educational setting in which the student is mainstreamed.	Interview a teacher of students with intellectual disability. Next, attend an IEP meeting and/or conference for a student with intellectual disability. Write an essay that describes your observations and reactions, using your text and notes from lectures, and your recommendations to foster better collaboration with regard to what you observed in the meeting. (See syllabus for further details.)
SPE539	15	Select three classrooms that serve students with physical and/or health impairments. Two observations must be in different grade levels and one placement must be in a Title 1 school. Each observation will be 5 hours (15 hours total practicum experience). You will be working to identify and evaluate instructional, behavioral, and social skills accommodations/modifications for students with physical and/or health impairments.	1) Identify a minimum of 10 accommodations and/or modifications that teachers use to assist students with physical and/or health impairments. Describe them in detail and then evaluate them according to research findings using a minimum of 10 references. 2) Select three accommodations/modifications to implement with a student who has a physical or health impairment (you may use three different students if desired). Implement them under the



		You may choose to do one of the 5-hour observations in a regular educational setting which serves at least one student with a physical and/or health impairment.	<p>auspices of the mentor teacher.</p> <p>3) Obtain parental permission to access the student's IEP (or choose one of the three students). Analyze the student's IEP .</p> <p>4) Write an essay that encompasses the three sections. Ensure that responses to the above questions are inherent within the essay and not simply supplied as short answers. (See syllabus for further details.)</p>
TOTAL	75		

M-SED

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
SPE526	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional	Create a Lesson Plan with accommodations based on observing a learner with special needs. (See syllabus for further details.)



ESL523N	10	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school. Create and implement a SIOP lesson.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)
ESL533N	15	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.	Write an essay that is informed by the practicum experience, including all elements of the SIOP lesson, your mentor teacher observation, and the tutoring session. Include a rationale for the learning theories that were used to support the instructional design. (See syllabus for further details.)
SED535	30	Spend 30 hours in a middle school or high school classroom, grades 8-12. It can be a classroom outside your content area	Candidates observe students as they demonstrate different literacy traits. Individual and whole class literacy profiles are completed and analyzed. (See syllabus for further details.)



SED553	30	Spend 10 hours in three classrooms each (30 hours total) in grade 7-12 classrooms. Two observations must be in different grade levels and one placement must be in a Title 1 school.	Using your practicum observations, compare and contrast how the observed classroom teachers implemented literacy strategies to support reading in the classroom. After critiquing each strategy, create three mini-lesson plans that describe the implementation of the strategies you chose for your specific content area. Teach each mini-lesson with a group of students using your practicum class or teaching one student in a tutoring environment. (See syllabus for further details.)
SED541	15	Spend 10 hours in three classrooms each (30 hours total), grades 7–9. Two observations must be in different grade levels and one placement must be in a Title 1 school. Throughout the practicum, observe your mentors (three in all).	Design a complete instructional unit, 10 lesson plans, in your subject area. Present and defend the unit to a mentor teacher. After revising the unit based on input from a mentor teacher, teach three of the lessons from your unit to a group of students (use a practicum class or teach one student in a tutoring environment). (See syllabus for further details.)
SED544	15	Spend 15 hours in a grade 7- 9 classroom	Teacher candidates will develop a 10-day (two-week) UbD curriculum unit of study in their content area for a group of students in their practicum placement. Solicit feedback from your mentor teacher about your 10-day UbD curriculum unit plan. (See syllabus for further details.)
TOTAL	130		



M-EED

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
SPE526	15	Spend a total of 15 hours (approximately 7.5 hours in each setting) in two different educational settings Each setting needs to serve students with disabilities and have at least 3 of the following 5 disabilities represented: intellectual disability, emotional	Create a Lesson Plan with accommodations based on observing a learner with special needs. (See syllabus for further details.)
ESL523N	10	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school. Create and implement a SIOP lesson.	Create a SIOP lesson plan for a content area and/or grade level. Write a rationale for the lesson, comparing and contrasting two major language acquisition theories used to inform the lesson and noting any influence the observations of your mentor teachers may have had on your lesson. You may add a Venn-diagram that summarizes your main points. Speculate as to the success of your lesson plan based on these theories. (See syllabus for further details.)



ESL533N	15	Observe and interview two (10 hours total) classrooms that service ELL students within two different grade levels and one placement must be in a Title 1 school.	Write an essay that is informed by the practicum experience, including all elements of the SIOP lesson, your mentor teacher observation, and the tutoring session. Include a rationale for the learning theories that were used to support the instructional design. (See syllabus for further details.)
EED544	20	Observe and interview a (20 hours total) K-3 classroom. Administer the Bader literacy assessment to one student.	Your cumulative plan , due in Module 8, should include an essay to summarize your learning experience during the practicum, assessment administration and data analysis, student instruction, collaboration with the classroom teacher, and a reflection on how assessment guides instruction. (See syllabus for further details.)
EED525	15	Observe and interview three (9 hours total) reading 4-8 classrooms within two different grade levels and one placement must be in a Title 1 school. ** Difference in total hours is made up in the completion of this assignment.	Between Modules 5 and 6, as the second part of the practicum and in one of the classrooms you observed, spend 6 hours designing and teaching a week-long (5 day) unit plan using a single piece of text that is appropriate for the chosen grade level and based on the language arts academic standards. Write a Practicum Reflection. (See syllabus for further details.)



EED510	20	Observe and interview two (20 hours total) 4-8 math and science classrooms within two different grade levels and one placement must be in a Title 1 school.	Create a unit of study integrating science and math content of fractions, decimals, and/or percents. Write a narrative that addresses the assignment criteria, gives specific examples from the unit of study, and state your rationale. (See syllabus for further details.)
EED570	15	Observe and interview three (15 hours total) social studies 6-8 classrooms within two different grade levels and one placement must be in a Title 1 school. ** Difference in total hours is made up in the completion of this assignment.	Design a 5-day WebQuest that could be used to teach and assess one particular concept from <i>each</i> of the social studies strands. (See syllabus for further details.)
TOTAL	110		



M-EDA

Course	Practicum Hours	Setting According to Syllabus	Benchmark Description
EDA577	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	With the guidance of the principal mentor, identify a problem that needs to be addressed or changed (e.g. school safety, class size, dropout rates, attendance patterns, discipline issues, homework, student motivation, etc.). Consider using the focus of the Action Inquiry process in the course. Develop a school improvement plan using the Plan-Do-Study-Act (PDSA) methodology. (See syllabus for further details.)
EDA555	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on complaint of alleged unprofessional conduct. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of Mr. Smithson. Write a plan of action. (See syllabus for further details.)
EDA535	15	15-hour practicum/field experience in this course is framed by Action Inquiry and may take place in your school. (Shadow principal).	Present a budget reduction plan. Assume the principal's role and develop a budget reduction plan with justifications based on specific line items. (See syllabus for further details.)



EDA551	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on letter from a parent about a teacher. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of the teacher. (See syllabus for further details.)
EDA561	20	20-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Respond to a letter from a concerned parent about the curriculum in your school. Include your justification for your response to the parent and your own reactions to the letter. (See syllabus for further details.)
EDA585	20	20-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Develop a School Excellence Plan. There are three primary sections to this assignment: Section One: School Profile and Current State of School; Section Two: Desired State of School; and Section Three: Suggested Improvement Plan. (See syllabus for further details.)
TOTAL	100		