



NORTHWEST CHRISTIAN UNIVERSITY

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# FIELD EXPERIENCE PACKET

## TUG JUNIORS, ADP FIRST YEAR & MAT T2Y1

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School of Education

2016-2017

**Northwest Christian University**  
**Elementary/Middle/Secondary Teacher Education Program**



## Materials

- Practicum Field Experience Policies and Guidelines
- Practicum Field Experience Hours Contract
- Field Experience Checklist
- Field Experience Hours Log

## Course Expectations for the Field-Experience Students

The practicum student must meet the expectations as stated on the *Field Experience Midterm and Final Evaluation*. The six categories are 1) Instructional Design, 2) Climate, 3) Teaching, 4) Time Management, 5) Assessment, and 6) Professional Behavior. In addition, the field experience student must meet other professional responsibilities:

1. Field experience students are expected to complete a *Field Experience Hours Contract* and submit it to their assigned NCU supervisor. The field experience student is expected to be at the school site during the agreed upon hours. Any changes must be communicated to the cooperating teacher and NCU supervisor.
2. Field experience students are expected to be punctual and in regular attendance at the school setting. In case of illness or emergency, it is the NCU field experience student's responsibility to notify the cooperating teacher *and* NCU supervisor on an absence *prior* to the school day. ***Three days is the maximum number of allowed absences during the semester in order to receive a passing grade unless extenuating circumstances warrant an exception.*** All absences must be made up. Final decisions for exceptions rest with the Dean of the School of Education and Counseling and the NCU supervisor in collaboration with the cooperating teacher.
3. Maintain a *Field Experience Checklist* form, a weekly *Field Experience Log*, and any field-based assignments given in concurrent education course work.
4. Observe pupils, the learning environment, the cooperating teacher's delivery of instruction and classroom management, and building organization and management.
5. Provide instructional assistance to the cooperating teacher as appropriate. Take the initiative; ask how you can help and get involved.
6. Participate in school activities that involve staff and parents, to the extent possible
7. If the field experience school has a non-student day, the field experience student is expected to remain at school because they will be engaged in activities approved by the cooperating teacher.

All policies within the *Northwest Christian University Teacher Education Student Program Manual* must be followed. Please make certain to review the NCU student program manual.

## **Adapting to the School Culture**

*Culture* is the expression of ways that people operate within the school and district, the shared beliefs and ideologies, the assumptions that guide their behavior, and the norms that create standards of conduct. Violation of these norms or standards, whether intentional or not, can make acceptance into a school's culture difficult for novice teachers. It could also project newcomers to the rest of the staff as lacking in professional attitude and demeanor.

## **Required Documentation**

Successful completion of each school field experience placement (early childhood, elementary, middle and high school) requires:

1. Satisfactory evaluations
2. Submission of Field Experience Checklist, Hours Contract, and Log
3. Submission of Midterm and Final Evaluation Form

## *Early Childhood/Elementary Authorization Field Experience Checklist*

Students are required to engage in and investigate the school setting. This page represents typical components of a school setting; the next page represents components of the classroom setting. The following checklist should be used as a guide. Thus, the list may be modified as needed.

At least 80 % of this checklist should be completed by the end of the semester. Given that many schools and classrooms differ, it is acceptable to leave up to 20% of the items blank. Students are required to satisfactorily complete the checklist forms for a passing grade in the field based experience.

*Students are to date and initial items below when completed. The cooperating teacher signs at mid-term and final to affirm that the student investigated and reviewed those items that are noted.*

- \_\_\_\_\_ Classroom design / Bulletin boards & room arrangement changes
- \_\_\_\_\_ Understand registration process (what is the teacher's role?)
- \_\_\_\_\_ Introduces self to parents and students via letter, personal contact, and if necessary by phone
- \_\_\_\_\_ Classroom expectations
- \_\_\_\_\_ Student expectations in different school settings
- \_\_\_\_\_ School Behavior Policy
- \_\_\_\_\_ Parent information packet
- \_\_\_\_\_ Cooperating Teacher Substitute File
- \_\_\_\_\_ Staff/Teacher Handbook
- \_\_\_\_\_ Student Handbook
- \_\_\_\_\_ Volunteer Handbook
- \_\_\_\_\_ Specialists:
  - \_\_\_\_\_ Counselor
  - \_\_\_\_\_ Speech Therapist
  - \_\_\_\_\_ Special Education Teacher
  - \_\_\_\_\_ Music
  - \_\_\_\_\_ Librarian
  - \_\_\_\_\_ Others

**Discussion:** Students may have a discussion/review with their cooperating teacher about the following topics:

- \_\_\_\_\_ Referrals for special help (process, timeline)
  - Student Support Team / Care Team, Individual Education Plan, 504 Plan
- \_\_\_\_\_ Curriculum goals per grade level
- \_\_\_\_\_ Lesson planning at the individual and/or grade level team
- \_\_\_\_\_ Report card/grading: from daily accountability to report card documentation
- \_\_\_\_\_ School System – Who does what?
  - Top down, central office, site-based, staff meetings, site council meetings

***ECE/ELE Field Experience Checklist; page two***

<input type="checkbox"/> Make a seating chart	<input type="checkbox"/> Assist a small group
<input type="checkbox"/> Take attendance	<input type="checkbox"/> Work with an individual student in a lab (Computer, ELL, science, etc.)
<input type="checkbox"/> Run errands for the classroom teacher	<input type="checkbox"/> Assist a disabled student
<input type="checkbox"/> Organize materials needed for a lesson	<input type="checkbox"/> Assist students with research
<input type="checkbox"/> Make copies of materials needed for a lesson	<input type="checkbox"/> Collect money
<input type="checkbox"/> Help pass out materials to the students	<input type="checkbox"/> Hand out and collect materials
<input type="checkbox"/> Arrange a bulletin board	<input type="checkbox"/> Listen to an individual student read, manipulate or recite a lesson
<input type="checkbox"/> Check out books from the library to be used by students in the classroom	<input type="checkbox"/> Give a test or quiz
<input type="checkbox"/> Check out media to be used in a lesson	<input type="checkbox"/> Assist young children with clothing
<input type="checkbox"/> Make a chart or graph	<input type="checkbox"/> Bring books or materials to share with the students
<input type="checkbox"/> Run AV Equipment (Document camera, projector, TV)	<input type="checkbox"/> Supervise students outside the classroom
<input type="checkbox"/> Get supplementary materials needed for a lesson (Manipulatives, magazines, maps, etc.)	<input type="checkbox"/> Read aloud or tell a story
<input type="checkbox"/> Correct papers	<input type="checkbox"/> Help students in a learning center
<input type="checkbox"/> Set up or help set up a lab or active involvement lesson	<input type="checkbox"/> Accompany students to a school office, the bus, or the playground
<input type="checkbox"/> Write assignments, etc. on the chalkboard, whiteboard or overhead	<input type="checkbox"/> Attend a parent-teacher conference
<input type="checkbox"/> Set up a learning center	<input type="checkbox"/> Help monitor the hallway, lunchroom, or playground.
<input type="checkbox"/> Set up an experiment or demonstration	
<input type="checkbox"/> Send out a class newsletter to parents	
<input type="checkbox"/> Orient a new student	
<input type="checkbox"/> Help individual students with classroom work	

**To be completed at Mid-term:**

Signature of Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of NCU Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**To be completed at the end of the semester:**

Signature of Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of NCU Supervisor \_\_\_\_\_ Date \_\_\_\_\_

*Adapted from:* Reed J.S., Bergemann V. E (2001) A guide to observation, participation and reflection in the classroom. McGraw Hill: New York

## ***Middle School/High School Authorization Field Experience Checklist***

Students are required to engage in and investigate the school setting. This page represents typical components of a middle school/high school setting. The following checklist should be used as a guide. Thus, the list may be modified as needed.

At least 80 % of this checklist should be completed by the end of the semester. Given that many schools and classrooms differ, it is acceptable to leave up to 20% of the items blank. Students are required to satisfactorily complete the checklist forms for a passing grade in the field based experience.

*Students are to date and initial items below when completed. The cooperating teacher signs at mid-term and final to affirm that the student investigated and reviewed those items that are noted.*

### **I. General Experiences**

#### Meet building personnel

- Administrators
- Secretary
- Department members
- Other teachers
- Special teachers: librarians, etc
- Custodian
- Other personnel (media, etc.)
- Supply room/A.V. equipment

#### Locate building areas

- Toured the building
- Media center/library
- Outdoor areas
- Cafeteria
- Gymnasium
- Teachers' work area
- Office (nurse)
- Attendance Office

### **II. Discussion with Cooperating Teacher**

#### School Policy

- Discipline
- Fire/disaster/drill
- Injuries/illness
- Absence
- Rules
- Faculty meetings
- Parking
- School calendar
- Use of media center
- Use of copy machines, etc

#### Unit, Department or room policy

- Classroom rules
- Curriculum
- Teacher manuals
- Basic routine
- Management techniques
- Students with special needs
- Record keeping
- Grouping
- Available resources
- Multicultural issues

### III. Observation and Discussion of the Cooperating Teacher's Procedures

<input type="checkbox"/> Lecture	<input type="checkbox"/> Questioning techniques
<input type="checkbox"/> Curricular resources	<input type="checkbox"/> Reinforcement
<input type="checkbox"/> Discussion	<input type="checkbox"/> Feedback
<input type="checkbox"/> Time Management	<input type="checkbox"/> Student/teacher interaction
<input type="checkbox"/> Whole class work	<input type="checkbox"/> Directions
<input type="checkbox"/> Small Group work	<input type="checkbox"/> Listening
<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Synthesis
<input type="checkbox"/> Groups work simultaneously	<input type="checkbox"/> Conclusions/closure
<input type="checkbox"/> Individualization	<input type="checkbox"/> Assessment Strategies
<input type="checkbox"/> Students with disabilities	<input type="checkbox"/> Discipline
<input type="checkbox"/> Gifted students	<input type="checkbox"/> Motivational strategies
<input type="checkbox"/> Students on IEP	<input type="checkbox"/> Plan book
<input type="checkbox"/> ELL students	<input type="checkbox"/> Short term objectives
<input type="checkbox"/> Communication	<input type="checkbox"/> Long range objectives
<input type="checkbox"/> Pacing	<input type="checkbox"/> Parent/teacher interaction
<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Teacher/teacher interactions

#### To be completed at Midterm:

Signature of Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of NCU Supervisor \_\_\_\_\_ Date \_\_\_\_\_

#### To be completed at the end of the semester:

Signature of Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of NCU Supervisor \_\_\_\_\_ Date \_\_\_\_\_



## Northwest Christian University

### *Field Experience Midterm and Final Evaluation*

Student: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Grade Level and/or Subject: \_\_\_\_\_ Semester: \_\_\_\_\_

**Cooperating Teacher:** Field experience students are expected to perform the following behaviors. Please complete this form twice – at mid-term and at the end of the semester. Give your student a copy each time. *At the end of the term, give the original to the student’s supervisor.* Please use the following system to indicate your rating for each of the behaviors.

N/O = No opportunity to observe      1= Rarely Observed      2 = Novice  
 3= Emerging Competence      4= Initially Proficient

**In order to “pass” the junior field experience, the following standards must be met:**

If this is the first field experience (usually fall semester), the student must score at least a 2.5 average on at least 80% of items possible scored. Students who do not pass the junior field experience must re-take the class to be eligible for senior student teaching.

If this is the second field experience (usually spring semester), the student must score at least a 3.0 average on at least 50% of items possible scored. *Students who do not pass the junior field experience must re-take the class to be eligible for senior student teaching.*

	Time	Rating	Comments
<b>I. INSTRUCTIONAL DESIGN</b>			
1. Leads whole group or small group activities clearly related to student learning goals.	Mid		
	Final		
2. Communicates learning outcomes to be achieved.	Mid		
	Final		
3. Is prepared and well organized.	Mid		
	Final		
<b>II. CLIMATE</b>			
4. Is aware of learning standards and the importance of meeting them.	Mid		
	Final		
5. Monitors student behavior continuously and takes appropriate action if needed.	Mid		
	Final		
6. Models appropriate social behavior and provides meaningful reinforcement.	Mid		
	Final		
<b>III. TEACHING</b>			
7. Models good use of spoken and written language.	Mid		
	Final		

8. Engages and maintains student on-task behavior.	Mid		
	Final		
9. Provides a balance of praise and corrective feedback.	Mid		
	Final		
10. Presents information clearly and concisely to support student understanding.	Mid		
	Final		
11a. Student leads at least two small groups.	Mid		To be completed the first (usually fall) semester.
	Final		
11b. Student leads whole group in at least one subject area.	Mid		To be completed the second (usually spring) semester.
	Final		
<b>IV. TIME MANAGEMENT</b>			
12. Keeps transitions brief and smooth.	Mid		
	Final		
13. Minimizes time spent on non-instructional activities.	Mid		
	Final		
<b>V. ASSESSMENT</b>			
14. Asks frequent questions to check for understanding.	Mid		
	Final		
15. Circulates and examines student work.	Mid		
	Final		
16. Takes initiative to participate in classroom and to stay engaged with students.	Mid		
	Final		
<b>VI. PROFESSIONAL BEHAVIOR</b>			
17. Respects school policies/procedures and maintains confidentiality.	Mid		
	Final		
18. Dresses professionally, is punctual and dependable.	Mid		
	Final		
19. Treats students with respect and in age appropriate manner.	Mid		
	Final		
20. Exhibits energy, drive and determination to become a professional educator.	Mid		
	Final		

**Comments:**

**To be completed at Mid-term:**

Signature of Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of NCU Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Comments:**

**To be completed at the end of the semester:**

Signature of Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of NCU Supervisor \_\_\_\_\_ Date \_\_\_\_\_



**Northwest Christian University**  
**School of Education and Counseling**  
**Cooperating Teacher Feedback Form**  
*(Note: To be filled out by the student teacher)*

**Cooperating Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

Based upon your interaction with this cooperating teacher, rate his or her assistance and support to you.

**EXPECTATION**

My cooperating teacher:

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Usually</i>	<i>Always</i>
1. Introduced me to students, parents, teachers, and staff.	1	2	3	4	5
2. Exhibited interest in my academic program.	1	2	3	4	5
3. Provided information about school policies and procedures.	1	2	3	4	5
4. Explained the district's curriculum.	1	2	3	4	5
5. Involved me in classroom and school activities.	1	2	3	4	5
6. Encouraged openness so I could question procedures I did not understand.	1	2	3	4	5
7. Examined and discussed classroom routines and/or lesson plans with me.	1	2	3	4	5
8. Provided helpful suggestions with regard to curriculum design, instructional strategies, or assessment techniques.	1	2	3	4	5
9. Observed authentic interactions and provided helpful feedback.	1	2	3	4	5
10. Helped me identify growth areas and plan potential solutions.	1	2	3	4	5
11. Made me feel comfortable in discussing any problem concerning my assignment.	1	2	3	4	5
12. Demonstrated an interest in and concern for my feelings and welfare.	1	2	3	4	5

My cooperating teacher was most helpful to me by:

My cooperating teacher could have been more helpful by:

Overall rating (please mark one of the categories below):

Excellent \_\_\_\_\_

Very Good \_\_\_\_\_

Good \_\_\_\_\_

Weak \_\_\_\_

## The Role of the Cooperating Teacher

At NCU, we use the term “cooperating teacher” to denote a mentor who works with juniors during the field experience. We use the term “mentor teacher” to denote a mentor who works with the seniors during their second (minor) authorization practicum and student teacher (major authorization) placements.

No one is more important to the success of practicum students and student teachers than the cooperating and mentor teachers with whom the novice works in the classroom. Cooperating/mentor teachers model good teaching; provide guidance; and ensure that the practicum student receives extensive experience in planning instruction, teaching, assessment, communicating with colleagues, administrators and parents, and so on. They provide regular, targeted feedback and help assess the practicum student and student teacher.

### Who becomes a Cooperating Teacher?

The NCU placement coordinator, in conjunction with school districts and school administrators, arranges placements for teacher candidates. Candidate’s preferences as to grade level and geographic location are considered when making placements.

Oregon law mandates that cooperating teacher/mentor teachers have “...*at least two years of successful teaching experience in early childhood, or elementary, or middle, or high school immediately prior to supervision and/or instruction and who hold a valid license for current assignments*” to host a teacher candidate. **OAR 584-17-0070.**

The support and assistance of the cooperating and mentor teachers greatly influence the quality of the practicum placement, professional growth the student experiences, and future attitudes and beliefs about teaching and learning. The role of the cooperating and mentor teachers in the NCU teacher Education Program involves:

- Clarifying reporting times, work hours, appropriate attire, performance levels, building level expectations, interaction with students and parents expectations, and role in your classroom
- Explaining the culture of the building and your classroom and instructional program as appropriate
- Anticipating the new teacher’s needs
- Help the practicum student envision the work of being a teacher
- Work together as a team in planning and implementing curriculum
- Evaluating the student’s performance and professionalism throughout the semester which includes a completed mid semester evaluation form or professional development plan and an evaluation form completed at the end of the semester
- Expecting support from the NCU supervisor

## **Awareness of the University Curriculum**

Many of the cooperating/mentor teachers working with NCU students have extensive experience working with teacher candidates from other colleges and universities. The University is fortunate to have veteran teachers willing to assist in the professional development of newcomers to the teaching profession. It is important to recognize, however, that the philosophy, curriculum design, and delivery system of teacher training programs differ, often a great deal, from one institution to another. Therefore, we encourage cooperating and mentor teachers to take time early in the semester to discuss with the practicum student the philosophy and design of the NCU Teacher Education Program, in addition to reviewing our written description of the program. Questions may also be directed to the NCU supervisor or program faculty and cooperating/mentor teachers are encouraged to visit the School of Education and Counseling on campus as well.

Each field experience assignment involves the following parties: the practicum student, the cooperating or mentor teacher, the NCU supervisor, and program faculty. All participants must establish and maintain continuous communication to ensure that the student develops and demonstrates increasing professional competence. The NCU supervisor's role is to observe the practicum student periodically, visiting the school four to six times during the fifteen-week semester, depending on the level of the practicum experience, to provide feedback and assistance. The NCU supervisor is also expected to facilitate communication between the student, the cooperating/mentor teacher, and campus personnel.

NCU supervisors are encouraged to meet, even briefly, with the cooperating or mentor teacher early in the semester, to establish open communication, and sketch out a plan for the practicum experience.

Students have more successful experiences when the cooperating/mentor teachers and NCU supervisors work collaboratively and give consistent messages regarding teaching performance and professional growth. It is important that cooperating or mentor teacher contact the NCU supervisor with any questions or problems that arise as early as possible to insure timely and appropriate resolution.

## **Effective Supervision by the Cooperating and Mentor Teachers**

As noted above, teacher education programs vary in their philosophical orientation, design of curriculum, and delivery of courses and field experiences. These differences significantly influence the practice of supervision and evaluation of student performance.

In the NCU Education Program, considerable attention has been paid to developing students' collaboration skills – whether it be in designing classroom environments, establishing classroom rules and routines, developing curriculum, delivering instruction, and providing feedback about teaching. We have explored a variety of team-building strategies and communication processes to increase students' repertoire of interaction and problem-solving skills.

Accordingly, cooperating and mentor teachers are encouraged to:

- Proactively initiate discussion of the student's interaction with pupils.
- Provide clear and specific feedback on performance and suggestions for improvement.
- Signal students to watch you model behaviors, techniques, and strategies that you would like them to develop.
- Provide rationales and explanations for your suggestions.



Early in the semester, cooperating and mentor teachers can establish a climate of trust and collegiality with the practicum student in many simple ways, a few of which are described below:

- If you haven't spent time together previously, exchange information as time permits about your background, experience, education, interests, and so on. This helps establish mutual understanding of one another, as well as the student's awareness that becoming an effective teacher is complex and evolving.
- Introduce the practicum student to other teachers, the media specialists, counselors, secretaries, custodians, and other important people in your building.
- Provide the practicum student with general information about the building facilities and culture, and a copy of the school and/or faculty handbooks if they exist.
- Discuss school and classroom policies regarding discipline, attendance, pupil conduct, rules and emergency procedures, and your own practices with regard to planning curriculum, managing the classroom, and providing instruction.
- Involve the practicum student in routine matters such as taking attendance, distributing books, returning and grading assignments, and assisting individuals.

As the semester progresses, the practicum student is expected to gradually assume increasing responsibility for teaching individual learners and small groups, depending on how the cooperating/mentor teachers typically organize pupils for instruction. The following guidelines may clarify our expectations in this regard:

- Much of the junior-level/first-year ADP student's field experience interaction with pupils will be informal tutoring or assistance during individual or small group work. Naturally, they will rarely prepare lesson plans for these types of activities.
- Student teachers are expected to plan for any formal lessons they teach. All preparation for instruction done by the student teacher should be done in writing and reviewed by the mentor teacher before the lesson is conducted. Student teachers should not be expected or allowed to "wing it."
- Encourage your practicum student to visit and observe other effective teachers in your building, especially those classrooms feeding pupils to you and the ones to which your pupils will progress. This offers the opportunity to see a variety of teaching and management styles, as well as to obtain a greater appreciation of developmental differences and developmentally appropriate practices.

The cooperating and mentor teachers are the major source of information and modeling for their professional development. Try to engage in daily informal conversations to the extent possible, not just to provide information and feedback, but also to explain the complex in-flight decision-making in which you engage throughout the school day. Coupled with modeling effective teaching practices, this interpretation of the way you problem-solve may be the most important service you provide in promoting professional reflection.

### **Required Documentation**

Cooperating and mentor teachers are required to complete the following paperwork to verify their participation in the program and to document their supervision and evaluation of the practicum student:

- The NCU Vita Form, a resume or a curriculum vita
- Midterm and Final Evaluation Form

These forms are given to the mentor teacher at the beginning of the semester. The NCU Vita, a resume or a curriculum vita must be returned to the University as soon as possible. The remaining forms should be returned to the School of Education and Counseling via either the student teacher or campus supervisor.

## **Troubleshooting**

Invariably, no matter what problems are anticipated, the unexpected will arise. The following suggestions anticipate the questions cooperating/mentor teachers often ask when the unexpected occurs:

- **What should I do when I see the practicum student make a mistake in the classroom?**

Unless the error is critical to the pupils' well-being, practicum students should be permitted to make mistakes without being openly corrected by the cooperating teacher in class. Discuss this event in private after class, perhaps by framing questions that force the student to analyze the incident and identify ways to remedy it.

- **What if other obligations are interfering with the practicum student's commitment to or performance in the placement?**

NCU students know that they are expected to make an earnest commitment to each and every field experience. The NCU student must work closely with the cooperating/mentor teacher and NCU supervisor to create a time contract fulfilling the required amount of hours per week. If the student is not attending the practicum as contracted, discuss this with the student. If problems persist after discussing them with the student, please notify the NCU supervisor that a three-way conference is needed.

- **What if the practicum student's classroom performance is unsatisfactory?**

Cooperating/mentor teachers are encouraged to discuss concerns promptly with the practicum student. Putting them off usually makes matters worse and makes taking subsequent action to correct the situation even more difficult. If the concerns persist, speak immediately to the NCU supervisor by phone or in person. This discussion is most constructive when you are able to describe the specific problems that need to be resolved, improvements you expect to see, and a timeline for implementation. Serious problems that persist without resolution after joint action by the cooperating/mentor teacher and NCU supervisor should be brought to the attention of the Dean of School of Education and Counseling.

## Possible Topics for Mentor/Student Teacher Discussion\*

(\*See evaluation forms for other topics.)

### In the Classroom:

- Planning Procedures
- Goals for the semester or year
- Curriculum issues
- Time management
- Where to find materials
- How to work with parents and volunteers
- Where equipment is stored
- Class schedule/daily procedures
- How to group students successfully
- How to handle standardized tests
- Daily responsibilities as a student teacher
- Planning for emergencies
- Solving common problems
- Helping students with special needs
- Resources available
- Increasing student motivation
- Handling diverse classrooms
- Managing group discussions
- Evaluating students fairly
- Anticipating student reactions
- Incorporating a variety of teaching strategies
- Collaborating effectively
- Enhancing student self-esteem
- Parent Conference procedures

### School-Wide Policies and Procedures

- Acceptable student behavior
- Attendance procedures and problems
- Audio-visual aids procedures
- Behavior rules for common areas
- Bell schedules
- Class parties
- Detention policies and procedures
- Discipline procedures
- Dismissal procedures
- Early dismissal procedures
- Emergency safety codes and procedures
- Faculty attendance procedures
- Faculty handbook, faculty committees
- Food in the classroom policies
- Field trips
- Fire drills
- Guest speakers
- Handling student injury
- Homework policy
- Janitorial concerns
- Library use policy
- Lost textbook policy
- Lunch procedures
- Substitute teacher procedures
- Supplies
- Support staff procedures
- Textbook distribution procedures



## **Candidate Assistance, Improvement, and Dismissal from the Practicum/Student Teaching Placement**

To ensure candidate quality and success, the mentor teacher and NCU supervisor conduct and document regular observations. These documents provide valuable information in assessing progress and determining future learning goals.

There may be times when the assessment indicates that the candidate is struggling to meet expectations during the practicum or student teaching. Mentor teachers are encouraged to discuss concerns promptly with the teacher candidate. If the concerns persist, they should immediately speak to the supervisor by phone or in person. Serious problems that persist after joint action by the mentor teacher and NCU supervisor should be brought to the attention of the Dean of the School of Education and Counseling. Grounds for termination of the student placement may follow. Assistance and interventions are available and documented on the Candidate Improvement Plan.

### ➤ **Candidate Improvement Plan - Part I.**

If a candidate is not satisfactorily fulfilling responsibilities in the placement, the mentor teacher in collaboration with the NCU supervisor identify the areas of concern and provide specific direction and opportunities for the candidate to show improvement within a specified time period using observable, measurable targets. The candidate continues in the program and the areas of concern are reviewed.

### ➤ **Candidate Improvement Plan - Part II.**

At a formal meeting, the candidate is given opportunities to show improvement through assignments that specifically address the areas of concern. If improvement does not occur, or if the host school requests that the candidate be removed from his/her placement, the candidate will earn a grade of “no pass” for that term. Dismissal from the program **will** follow. The principles of fairness and right to be heard will be upheld as regulated by Northwest Christian University guidelines.

### **Answers to the following questions will be essential to the review process:**

- Does the student consistently arrive to school prepared for class?
- Is the student willing to do what is asked and responsive to constructive feedback?
- Does the student make decisions about instruction that are considered appropriate and effective?
- Does the student make decisions about relations with colleagues, pupils or parents that are appropriate and ethical?
- Does the student exhibit content knowledge?
- Does the student communicate effectively, both orally and in writing?
- Is the student unable to develop rapport with pupils and be sensitive to their needs?



**Northwest Christian University**  
**Candidate Improvement Plan - Part 1**

*The candidate improvement plan is completed to identify areas of candidate concern during practicum and/or student teaching. Areas for candidate improvement are supported with a plan to be completed by a due date.*

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_ Semester \_\_\_\_\_

Course \_\_\_\_\_ Phone \_\_\_\_\_

Cooperating/Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

NCU Supervisor \_\_\_\_\_ Review Date: \_\_\_\_\_

<b>Areas for Candidate Improvement</b>	<b>Plan for Improvement</b>
<ol style="list-style-type: none"> <li>1. Lesson Format               <ul style="list-style-type: none"> <li>▪ Lesson Objective</li> <li>▪ Introduction</li> <li>▪ Instruction</li> <li>▪ Clear directions/sequencing</li> <li>▪ Classroom Management</li> <li>▪ Use of Resources</li> <li>▪ Planning Skills</li> <li>▪ Guided Practice</li> <li>▪ Closure</li> <li>▪ Independent Practice</li> <li>▪ Reflection</li> </ul> </li> <li>2. Academics               <ul style="list-style-type: none"> <li>▪ Reading Skills</li> <li>▪ Writing Skills</li> <li>▪ Oral Communication Skills</li> <li>▪ Math Skills</li> </ul> </li> <li>3. Student diagnosis, achievement evaluation</li> <li>4. Professional responsibilities</li> <li>5. Interpersonal relationships (i.e. initiative, professionalism, confidentiality, etc...)</li> <li>6. Other...Please explain:</li> </ol>	<p><i>(Continue on back if needed)</i></p>

\_\_\_\_\_  
 Candidate's Signature Date

\_\_\_\_\_  
 Cooperating/Mentor Teacher's Signature Date

\_\_\_\_\_  
 NCU Supervisor's Signature Date

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Dean's Signature

Date



*Northwest Christian University*

**Candidate Improvement Plan - Part 2**

The candidate improvement plan Part 2 is completed when concerns continue following completion of Part 1.

Candidate \_\_\_\_\_ Student ID \_\_\_\_\_ Semester \_\_\_\_\_  
Course \_\_\_\_\_ Phone \_\_\_\_\_  
Cooperating/Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_  
NCU Supervisor \_\_\_\_\_ Review Date: \_\_\_\_\_

**Options for Candidate Improvement/Career Alternative:**

**Option A:** The candidate is committed to being a successful educator and requires additional time and/or experiences in specified areas to become competent. A grade of No Pass is assigned for the grading period. It is recommended that the candidate's advisor in collaboration with the Dean prepare an individual plan for program completion; the plan for completion would include the requirement to repeat the course in which a grade of No Pass was received.

**Option B:** The candidate is permanently dismissed from the program to pursue a career alternative.

\_\_\_\_\_  
Candidate's Signature Date

\_\_\_\_\_  
Cooperating/Mentor Teacher's Signature Date

\_\_\_\_\_  
NCU Supervisor's Signature Date

\_\_\_\_\_  
Dean's Signature Date