



SECOND AUTHORIZATION PACKET
TUG SENIORS, ADP FINAL YEAR & MAT FINAL YEAR

School of Education

2016-2017

Northwest Christian University
Elementary/Middle/Secondary Teacher Education Program

Northwest Christian University
Elementary-Middle Level-Secondary
Master of Art in Teaching Second Authorization Practicum

EDUC 635 Second Authorization Practicum (3) **Fall**

Course #/Title

Area Public School/Daily

As Assigned

Class Location/Time

NCU Supervisor

Course Overview

This school-based practicum takes place in the student's second authorization level and extends classroom instruction through the development of a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and are sensitive to individual differences and diverse cultures

Relationship of Course to College Mission and Goals

As a part of the professional Teacher Education Program at Northwest Christian University, this course in student teaching practicum helps prepare future ECE/ELEM/ML/HS teachers to:

1. Explore a variety of school based settings
2. Become familiar with the State Standards through the field experience process
3. Support the cooperating teacher in meeting the needs of all students
4. Begin to bridge theory to practice and field experiences
5. Begin to develop and utilize assessment strategies that are sensitive to students from a variety of cultural, social, linguistic, and socio-economic backgrounds
6. Select learning experiences based on pupil learning needs and performance.

Course Objectives

The teacher candidate will:

1. Develop and implement a ten lesson unit including an edTPA learning segment of between three and five lessons in the minor authorization setting.
2. Select and formulate learning goals and objectives consistent with school's long term curriculum goals and state content standards
3. Adapt lesson plans for a range of learners in the classroom setting
4. Determines current performance of students with respect to established learning goals and objectives
5. Evaluate and document student learning outcomes, prepare data summaries and communicate progress to others
6. Select, supplement and refine instructional materials to meet learning outcomes
7. Reflect upon, interpret and communicate one's own teaching effectiveness
8. Become familiar with the assigned school building and classroom policies and practices
9. Demonstrate the qualities of professionalism within the regular education setting
10. Communicate in a professional manner with the NCU supervisor and cooperating teacher
11. Expect feedback in a professional manner from the NCU supervisor and cooperating teacher

12. Implement positive classroom management strategies under the guidance of the cooperating teacher

Course Requirements

1. Complete *Second Authorization Practicum Hours Contract & Student Teaching Log*.
2. Develop and implement a ten lesson unit including an edTPA learning segment of between three and five lessons in the minor authorization setting.
3. Become responsible for at least two curricular areas which may be in addition to the work sample subject area (dependent on authorization level).
4. Maintain a Daily Teachers Plan Book clearly delineating your teaching responsibilities and the cooperating teacher's responsibilities (i.e. color code, block style, label)
5. Teacher candidates must attend senior minor authorization daily and complete at least eleven weeks in the senior authorization placement setting. You will follow the practicum student attendance policy outlined in the *School of Education and Counseling Teacher Education Student Program Manual*.
6. Complete 120 hours or more during fall semester.
7. Complete at least four formal observations with the NCU supervisor (at least one during work sample implementation). Begin planning with your NCU supervisor immediately. Provide a word-processed lesson plan and pre-observation sheet for every formal observation. *If necessary, the NCU supervisor may observe more frequently.*
8. Meet minimum scoring competencies on the Midterm and Final Senior Second Authorization Minor Practicum Evaluations.

Note: Items 5-7 are **suggested** timelines for completing the second authorization. Students and cooperating teachers may adjust to fit their own schedules.

Statement of Major Focus

The second authorization practicum is a major component completed prior to the student teaching experience. It is an Oregon State and Northwest Christian University School of Education and Counseling requirement in earning a minor authorization on the state teaching license. Students must successfully implement a work sample aligned with state standards and student learning outcomes and fulfill all hour requirements.

During this experience, the teacher candidate must exhibit professional behaviors necessary of all professional teachers. Teacher candidates are expected to arrive on the agreed upon time to the practicum setting, conduct oneself in a professional manner, dress appropriately, and communicate with the cooperating teacher and NCU supervisor regularly.

Course Textbook

School of Education. *School of education and counseling teacher education program manual*. Eugene, OR: Northwest Christian University.

Materials

- Second Authorization Practicum Hours Contract
- Work sample documentation materials

- Teacher's Plan Book
- Student Teaching Log

Course Expectations for Teacher candidates

The teacher candidate must meet the expectations as stated on the *Second Authorization Minor Practicum Midterm and Final Evaluation*. The six categories are: 1) Instructional Design, 2) Climate, 3) Teaching and Planning, 4) Assessment, 5) Professional Behavior, and 6) Pedagogical Content Knowledge. In addition, the teacher candidate must meet other professional responsibilities:

Teacher candidates are expected to be punctual and in regular attendance at the school setting. In case of illness or emergency, it is the NCU 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.

All policies within the *Northwest Christian University Teacher Education Student Program Manual* must be followed. 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 the school second authorization student teaching requirement (early childhood, elementary, middle and high school) entails:

1. Satisfactory observations as outlined on the syllabus
2. Successful passage of the work sample requirement
3. Submission of Student Teaching Log of at least 120 hours
4. Minimum competencies in Midterm and Final Evaluation Forms

Grades for student teaching are not recorded until students have also submitted a:

5. Cooperating teacher Feedback Form
6. NCU Supervisor Feedback Form

**Possible Timeline for Teacher candidates
EDUC 635 Second Authorization Practicum**

Student teaching begins the senior year and is the culmination of the NCU Teacher Education Program. The process of accepting responsibilities during the student teaching experience should be a gradual one, varying with each individual while still allowing the teacher candidate to assume increased classroom duties and instruction each week.

The six steps of teaching responsibility include: orientation, observation, planning for teaching, participation as a team member, assuming teaching responsibilities, and teaching full-time without supervision. These six steps resemble a *normal bell-curve* in regards to the teacher candidate’s teaching responsibilities and instructional behaviors in the classroom. It is expected that during Second Authorization Practicum, the teacher candidate will develop increasing competency in understanding of teaching tasks.

Consult your assigned NCU supervisor and the *Program Manual* for additional clarification regarding student teaching expectations.

Suggested timeline:

WEEK	TEACHER CANDIDATE	COOPERATING TEACHER
<p>Week 1 <i>Orientation and Observation</i></p> <p><i>Getting to know students, faculty and staff</i></p>	<p>Become acquainted with students, staff, building facilities and building policies</p> <ul style="list-style-type: none"> ✓ Observe instruction ✓ Assist the classroom teacher with students, papers, etc. ✓ Clarify expectations for lesson planning and classroom management areas. ✓ Work with small groups and some large group instruction <p>Meet the support staff and investigate programs</p> <ul style="list-style-type: none"> ✓ Librarian ✓ Counselor ✓ Learning Resource Center Teachers ✓ Instructional Assistants ✓ Volunteer program <p>Begin</p> <ul style="list-style-type: none"> ✓ Taking attendance ✓ Give assessments/tests ✓ Tutor students ✓ Teach small group lessons 	<p>Help the teacher candidate understand:</p> <ul style="list-style-type: none"> ✓ Appropriate classroom routines <p>Classroom and School policies</p> <ul style="list-style-type: none"> ✓ Attendance ✓ Hall passes ✓ ID requirements <p>Acceptable behavioral norms in the building: PBIS</p> <p>Management routines:</p> <ul style="list-style-type: none"> ✓ Should students raise hands? ✓ Are detentions/referrals used? ✓ Can students chew gum? ✓ Can students talk during instruction? <p>Set aside time to</p> <ul style="list-style-type: none"> ✓ Discuss long-range planning ✓ Lesson Plan book ✓ Map out the teacher candidate teaching plans and work sample
<p>Week 2 <i>Observation and Planning for Teaching</i></p>	<p>With cooperating teacher</p> <ul style="list-style-type: none"> ✓ Develop a timeline for the term including planning and implementing a work sample 	<p>Joint planning by teacher candidate and cooperating teacher; the major role in planning should remain with the cooperating teacher.</p>

	<p>which incorporates a CCSS and expectations of edTPA</p> <ul style="list-style-type: none"> ✓ Observe cooperating teacher in and outside the classroom ✓ By the end of the week: Begin assuming teaching responsibilities in one curricular area/period. ✓ Provide assistance in other curricular areas 	<p>Think-Aloud: share reflective thoughts with your teacher candidate</p> <ul style="list-style-type: none"> ✓ Explain decision-making ✓ Discuss observations of students <p>By the end of the week: allow teacher candidate to begin assuming responsibility for one curricular area and continue assisting in other areas.</p>
<p>Week 3</p> <p><i>Planning for Teaching</i></p> <p><i>Participation as a Team Member</i></p>	<p>Shared teaching responsibilities by teacher candidate and cooperating teacher. Teacher candidate maintains previous responsibilities with teaching responsibilities in at least one curricular area/period.</p> <p>Teacher candidate attends all school site meetings with the cooperating teacher; staff meetings, IEP, 504, etc. Possibilities:</p> <ul style="list-style-type: none"> ✓ Team teaching lessons on a unit previously planned by the cooperating teacher ✓ Team teaching lessons on a unit jointly planned ✓ Team teaching lessons planned by the teacher candidate 	
<p>Week 4</p>	<p>Teacher candidate should be teaching at least two curricular areas/periods in the classroom at this time (includes the future work sample/ edTPA content area).</p> <p>Planning and implementing instruction is the responsibility of the teacher candidate in the areas assigned, however, the cooperating teacher is guiding the planning process.</p> <p>Teacher candidate: Work sample is planned and ready to implement. The teacher candidate is communicating work sample/ edTPA ideas and implementation plan with the cooperating teacher and supervisor.</p>	
<p>BY THE END OF WEEK 4</p>	<p>The teacher candidate should have demonstrated that he/she can</p> <ul style="list-style-type: none"> ✓ Plan individual lesson with learning outcomes ✓ Perform paperwork duties, such as attendance and grading with some efficiency ✓ Perform routine direction of student behavior with some efficiency ✓ Employ teaching materials other than a textbook (videos, DVD, literature, etc.) ✓ Create some teaching activities (especially necessary at the middle/high school) ✓ Begin to adapt teaching techniques and purposes for learners with special needs ✓ Prepare assessment strategies to measure learning outcomes ✓ Prepare curriculum content prior to instruction ✓ Utilize with efficiency academic language 	

<p>Weeks 5 – 8 <i>Assuming teaching responsibilities</i></p>	<p>Teacher candidate should be teaching during their 3 hours in the classroom, including whole groups, small groups and individuals. Teacher candidate implements the work sample (if it has not yet begun).</p> <p>Midterm evaluation completed by cooperating teacher and NCU supervisor.</p> <p>Plan time to video tape lessons for edTPA assessment</p>	<p>Cooperating teacher may always participate in the classroom by:</p> <ul style="list-style-type: none"> ✓ Teaching a lesson ✓ Working with special students ✓ Aiding in student evaluation <p>Cooperating teacher should take time each day to confer with the teacher candidate about his/her lessons and lesson planning.</p> <p>Cooperating teacher may encourage the teacher candidate to set up a teaching observation between the teacher candidate and the school principal.</p>
<p>Week 9-Completion</p>	<p>Work sample continues, if necessary.</p> <p>Teacher candidate has <i>responsibility for planning and teaching</i> in the classroom for specified subjects under guidance of the cooperating teacher. Daily discussions continue between the teacher candidate and the cooperating teacher.</p> <p>Discipline referrals/phone calls, collaboration and support services are implemented by the teacher candidate under the guidance of the cooperating teacher.</p>	
	<p>Work sample continues, if necessary.</p> <p>Teacher candidate and cooperating teacher continue daily discussions regarding discipline, lesson planning and implementation.</p> <p>Teacher candidate begins ‘handing back’ one or two curricular areas to the cooperating teacher.</p>	<p>Cooperating teacher encourages and arranges:</p> <ul style="list-style-type: none"> ✓ Teacher candidate to observe other teachers within the building. ✓ Student Study Team meetings ✓ Individual Education Plan (IEP) meetings ✓ Parent Teacher Conferences
<p>Near Completion: <i>Responsibility gradually reassumes to cooperating teacher</i></p>	<p>Work sample continues, if necessary.</p> <p>Teacher candidate and mentor discuss next steps. Continual returning of content areas and other responsibilities to the cooperating teacher.</p>	<p>Cooperating teacher gradually reassumes responsibility for instruction while teacher candidate assists.</p>

	Final Evaluation completed by cooperating teacher and NCU supervisor.	

Student File Check List
Northwest Christian University
Minor Placement – Senior Second Authorization Practicum

Practicum Student _____ Date _____

Minor Placement _____

Cooperating Teacher _____ Grade Level/Subject _____

_____ Senior Second Authorization Practicum Final Evaluation

_____ Senior Second Authorization Practicum Midterm Evaluation

_____ Second Authorization Practicum Hours Contract

_____ Second Authorization Hours Log

_____ Supervisor's Field Observation Reports (with copies attached; *minimum of 4*)

_____ Date _____ Date _____ Date _____ Date _____ Date _____

_____ Cooperating Teacher Feedback Form (Student will turn in)

_____ Supervisor Feedback Form (Student will turn in)

NCU Supervisor: _____ Completed: _____

Director: _____ Date: _____

**Northwest Christian University
Second Authorization (Minor Placement) Initial Conference**

Practicum Student _____ **Date** _____

Minor Placement _____

Cooperating Teacher _____ **Grade Level/Subject** _____

Suggested Time Line for Practicum Student: (120 hour minimum)

Work approximately 10-15 hours per week until 120 hour minimum is met.

Meeting Cooperating teacher's expectations regarding:

- Meetings and functions
- Classroom responsibilities
- Attendance and length of day

Teaching Expectations

- Plan and implement 2 subject areas
- Teach at least 10 lessons from work sample
- Lesson Plan Expectations
- Responsibility for grades?

Time Line for Cooperating teacher:

- Communicate regularly with your practicum student
- Complete as many observations as possible
- Perhaps keep an interactive journal
- Communicate any problems to the practicum student and NCU supervisor as soon as possible

Complete the Mid-Term Evaluation and return to NCU supervisor by _____

Complete the Final Evaluation and return to NCU supervisor by _____

Time Line for Supervisor:

Confer at least *twice* with Cooperating Teacher

Complete at least *four observations*, one during the work sample lesson

Please feel free to contact me if you have any questions.

NCU Supervisor _____

Phone Number _____

E-mail _____

Northwest Christian University – Field Observation Report

Student _____ Authorization: Major Minor
Supervisor _____ Date _____ Time _____
Grade Level _____ Subject _____
Cooperating Teacher _____

Activity:

What went well?

Suggestions for the future:

Other Suggestions:

NCU Supervisor's Signature _____

**Northwest Christian University
Senior Second Authorization (Minor) Practicum
Midterm Evaluation**

Candidate _____ Date _____

Placement _____

Cooperating Teacher _____ Grade Level/Subject _____

Pre-service teacher candidates will have multiple opportunities to meet the required standards. The midterm evaluation clarifies essential areas of competence and those requiring additional attention. The teacher candidate utilizes constructive feedback to choose and create professional development goals as working progress towards the final evaluation. Goals are based upon the teaching competencies and the midterm evaluation. The NCU supervisor and/or cooperating teacher verify the completion or progress towards the professional development goals.

The information reported on this form presents a progress report by the candidate’s supervisors about his or her performance on the TSPC-prescribed teaching competencies.

Directions: Circle the appropriate number by each competency, to evaluate the candidate’s performance on that competency.

N/A= Not Applicable 1= Emerging Knowledge and Skill 2= Developing Competence
3= Growing Competence 4= Competent

In order to “pass” the Second Authorization Practicum, the following standards must be met:

At the mid-term (scored at the beginning of week 6), the student must earn a 3.0 average on at least 80% of items possible scored. Students earning less than the minimum standard will create a “Candidate Assistance Plan” with their NCU supervisor. (This may be found in an appendix of the student manual and in the supervisor/cooperating teacher manual.)

Students who anticipate difficulty in passing the minor practicum should work with their NCU supervisor to develop action steps for improvement to meet the standards by the final evaluation.

Final:

The cooperating teacher, NCU supervisor and teacher candidate meet to score the teacher candidate’s teaching competencies using the final evaluation.

1) In planning for instruction, the teacher candidate: (May not apply if work sample has not begun)

- | | | | | | |
|---|-----|---|---|---|---|
| a) selects or writes learning goals for units of instruction that are consistent with the school’s long-term curriculum goals, state content standards and district standards, research findings on how students learn, and the physical and mental maturity of one’s students; | N/A | 1 | 2 | 3 | 4 |
| b) determines the current performance level of one’s students with respect to the learning goals established for a unit of instruction; | N/A | 1 | 2 | 3 | 4 |
| c) establishes objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals; | N/A | 1 | 2 | 3 | 4 |
| d) determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and designs learning activities that lead to their mastery; | N/A | 1 | 2 | 3 | 4 |
| e) selects and organizes materials, equipment, and technologies needed to teach a unit of instruction; | N/A | 1 | 2 | 3 | 4 |
| f) adapts unit and lesson plans for students with diverse needs, and for students with varying cultural, social, and linguistic backgrounds; and | N/A | 1 | 2 | 3 | 4 |

g)	estimates the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting, and reteaching/problem solving.	N/A	1	2	3	4
2) In establishing classroom climate, the teacher candidate:						
a)	affirms the dignity and worth of all students and provides positive support students need to be affective learners;	N/A	1	2	3	4
b)	communicates classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing students' rights and responsibilities;	N/A	1	2	3	4
c)	when establishing classroom rules and procedures, applies to all students principles of gender equity and racial justice, and applies principles of least restrictive environment for students with disabilities;	N/A	1	2	3	4
d)	when establishing and maintaining classroom rules and procedures, models appropriate social behavior, and provides meaningful reinforcement when it occurs;	N/A	1	2	3	4
e)	when establishing and maintaining classroom rules and procedures, takes into account the influence of the physical, social, and emotional climates of students' homes and the community on motivation and behavior;	N/A	1	2	3	4
f)	monitors student conduct, and takes appropriate action when misbehavior occurs;	N/A	1	2	3	4
g)	interacts thoughtfully and courteously with students and their parents and resolves conflicts in a professional manner, respecting the cultural context of the community;	N/A	1	2	3	4
h)	uses classroom time effectively to provide maximum time for learning;	N/A	1	2	3	4
i)	manages instructional transitions decisively and without loss of instructional time;	N/A	1	2	3	4
j)	arranges and sets up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and	N/A	1	2	3	4
k)	coordinates the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.	N/A	1	2	3	4
3) In engaging students in planned learning activities, the teacher candidate:						
a)	applies organizational structures appropriate for the developmental level of students, including individual and group instruction;	N/A	1	2	3	4
b)	communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished;	N/A	1	2	3	4
c)	implements instructional plans that employ knowledge of subject matter and basic skills;	N/A	1	2	3	4
d)	uses a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation;	N/A	1	2	3	4
e)	emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and	N/A	1	2	3	4
f)	monitors the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.	N/A	1	2	3	4
4) In evaluating student progress, the teacher candidate:						
a)	selects and/or develops tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are appropriate to determine the progress of all students including those from diverse cultural or ethnic backgrounds;	N/A	1	2	3	4

b) evaluates student progress in learning and refines plans for instruction, establishes alternative learning options, or makes appropriate referrals;	N/A	1	2	3	4
c) to the extent appropriate and feasible, collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning;	N/A	1	2	3	4
d) assembles, reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning; and uses evidence of effectiveness in planning further instruction.	N/A	1	2	3	4
5) In exhibiting professional behavior, the teacher candidate:					
a) is dependable, conscientious, and punctual;	N/A	1	2	3	4
b) meets work schedule demands;	N/A	1	2	3	4
c) is aware of the importance of professional appearance and demeanor;	N/A	1	2	3	4
d) is aware of, and acts in accordance with, school policies and practices;	N/A	1	2	3	4
e) is respectful of cultural patterns and expectations that operate within a school;	N/A	1	2	3	4
f) interacts constructively with colleagues, administrators, supervisors, and educational assistants and parents;	N/A	1	2	3	4
g) performs advisory functions for students in formal and informal settings;	N/A	1	2	3	4
h) functions as a member of an instructional team to achieve long-term curriculum goals, state content standards and district standards;	N/A	1	2	3	4
i) exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning; and	N/A	1	2	3	4
j) exhibits energy, drive and determination to become a professional educator.	N/A	1	2	3	4
6) In employing Pedagogical Content Knowledge, the teacher candidate:					
a) understands the subject(s) being taught and appreciates how knowledge in that subject is created, organized and linked to other disciplines and applied in real-world settings;	N/A	1	2	3	4
b) selects and sequences disciplinary content to support future learning in and out of school:	N/A	1	2	3	4
c) evaluates students' initial conceptions and provides opportunities to gain a deeper and more useful understanding;	N/A	1	2	3	4
d) presents content in a variety of ways that are clear and appropriate for students;	N/A	1	2	3	4
e) adapts/modifies content knowledge for exceptional learners, including talented and gifted;	N/A	1	2	3	4
f) links content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;	N/A	1	2	3	4
g) provides opportunities for students to use content knowledge to think and problem solve.	N/A	1	2	3	4

We have conferred about the evaluation of the candidate's classroom performance. Our signatures below attest to our judgments regarding the teacher candidate's midterm performance on the TSPC-prescribed teaching competencies.

_____	_____	_____
Student Name (print)	Student Signature	Date
_____	_____	_____
NCU Supervisor (print)	Supervisor Signature	Date
_____	_____	_____
Cooperating Teacher (print)	Cooperating Signature	Date

**Northwest Christian University
Second Authorization (Minor) Practicum
Final Evaluation**

Candidate _____ Date _____

Placement _____

Cooperating Teacher _____ Grade Level/Subject _____

The information reported on this form presents a progress report by the candidate’s supervisors about his or her performance on the TSPC-prescribed teaching competencies.

Directions: Circle the appropriate number by each competency, to evaluate the candidate’s performance on that competency.
 N/A= Not Applicable 1= Emerging Knowledge and Skill 2= Developing Competence
 3= Growing Competence 4= Competent

Final:

The cooperating teacher, NCU supervisor and teacher candidate meet to score the teacher candidate’s teaching competencies using the final evaluation.

In order to “pass” the Second Authorization Practicum, the following standards must be met:

At the final (completed upon completion of the work sample and minimum of 120 hours in the classroom) the student must earn a 3.0 average on at least 80% of items possible scored. Students earning less than the minimum standard will create a “Candidate Assistance Plan” (this may be found in an appendix of the student program manual and in the supervisor/cooperating teacher manual) with their NCU Supervisor and repeat the second authorization practicum.

1) In planning for instruction, the teacher candidate:

- | | | | | | |
|---|-----|---|---|---|---|
| a) selects or writes learning goals for units of instruction that are consistent with the school’s long-term curriculum goals, state content standards and district standards, research findings on how students learn, and the physical and mental maturity of one’s students; | N/A | 1 | 2 | 3 | 4 |
| b) determines the current performance level of one’s students with respect to the learning goals established for a unit of instruction; | N/A | 1 | 2 | 3 | 4 |
| c) establishes objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals; | N/A | 1 | 2 | 3 | 4 |
| d) determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and designs learning activities that lead to their mastery; | N/A | 1 | 2 | 3 | 4 |
| e) selects and organizes materials, equipment, and technologies needed to teach a unit of instruction; | N/A | 1 | 2 | 3 | 4 |
| f) adapts unit and lesson plans for students with diverse needs, and for students with varying cultural, social, and linguistic backgrounds; and | N/A | 1 | 2 | 3 | 4 |
| g) estimates the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting, and reteaching/problem solving. | N/A | 1 | 2 | 3 | 4 |

2) In establishing classroom climate, the teacher candidate:

- | | | | | | |
|--|-----|---|---|---|---|
| a) affirms the dignity and worth of all students and provides positive support students need to be affective learners; | N/A | 1 | 2 | 3 | 4 |
|--|-----|---|---|---|---|

b)	communicates classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing students' rights and responsibilities;	N/A	1	2	3	4
c)	when establishing classroom rules and procedures, applies to all students principles of gender equity and racial justice, and applies principles of least restrictive environment for students with disabilities;	N/A	1	2	3	4
d)	when establishing and maintaining classroom rules and procedures, models appropriate social behavior, and provides meaningful reinforcement when it occurs;	N/A	1	2	3	4
e)	when establishing and maintaining classroom rules and procedures, takes into account the influence of the physical, social, and emotional climates of students' homes and the community on motivation and behavior;	N/A	1	2	3	4
f)	monitors student conduct, and takes appropriate action when misbehavior occurs;	N/A	1	2	3	4
g)	interacts thoughtfully and courteously with students and their parents and resolves conflicts in a professional manner, respecting the cultural context of the community;	N/A	1	2	3	4
h)	uses classroom time effectively to provide maximum time for learning;	N/A	1	2	3	4
i)	manages instructional transitions decisively and without loss of instructional time;	N/A	1	2	3	4
j)	arranges and sets up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and	N/A	1	2	3	4
k)	coordinates the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.	N/A	1	2	3	4
3)	In engaging students in planned learning activities, the teacher candidate:					
a)	applies organizational structures appropriate for the developmental level of students, including individual and group instruction;	N/A	1	2	3	4
b)	communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished;	N/A	1	2	3	4
c)	implements instructional plans that employ knowledge of subject matter and basic skills;	N/A	1	2	3	4
d)	uses a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation;	N/A	1	2	3	4
e)	emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and	N/A	1	2	3	4
f)	monitors the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.	N/A	1	2	3	4
4)	In evaluating student progress, the teacher candidate:					
a)	selects and/or develops tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are appropriate to determine the progress of all students including those from diverse cultural or ethnic backgrounds;	N/A	1	2	3	4
b)	documents student progress in accomplishing state content standards and district standards, prepares data summaries that show this progress to others, and informs students, supervisors, and parents about progress in learning;	N/A	1	2	3	4

c) evaluates student progress in learning and refines plans for instruction, establishes alternative learning options, or makes appropriate referrals;	N/A	1	2	3	4
d) to the extent appropriate and feasible, collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning;	N/A	1	2	3	4
e) assembles, reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning; and uses evidence of effectiveness in planning further instruction.	N/A	1	2	3	4
5) In exhibiting professional behavior, the teacher candidate:					
a) is dependable, conscientious, and punctual;	N/A	1	2	3	4
b) meets work schedule demands;	N/A	1	2	3	4
c) is aware of the importance of professional appearance and demeanor;	N/A	1	2	3	4
d) is aware of, and acts in accordance with, school policies and practices;	N/A	1	2	3	4
e) is respectful of cultural patterns and expectations that operate within a school;	N/A	1	2	3	4
f) interacts constructively with colleagues, administrators, supervisors, and educational assistants and parents;	N/A	1	2	3	4
g) performs advisory functions for students in formal and informal settings;	N/A	1	2	3	4
h) functions as a member of an instructional team to achieve long-term curriculum goals, state content standards and district standards;	N/A	1	2	3	4
i) exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning; and	N/A	1	2	3	4
j) exhibits energy, drive and determination to become a professional educator.	N/A	1	2	3	4
6) In employing Pedagogical Content Knowledge, the teacher candidate:					
a) understands the subject(s) being taught and appreciates how knowledge in that subject is created, organized and linked to other disciplines and applied in real-world settings;	N/A	1	2	3	4
b) selects and sequences disciplinary content to support future learning in and out of school;	N/A	1	2	3	4
c) evaluates students' initial conceptions and provides opportunities to gain a deeper and more useful understanding;	N/A	1	2	3	4
d) presents content in a variety of ways that are clear and appropriate for students;	N/A	1	2	3	4
e) adapts/modifies content knowledge for exceptional learners, including talented and gifted;	N/A	1	2	3	4
f) links content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;	N/A	1	2	3	4
g) provides opportunities for students to use content knowledge to think and problem solve.	N/A	1	2	3	4

We have conferred about the evaluation of the candidate's classroom performance. Our signatures below attest to our judgments regarding the teacher candidate's midterm performance on the TSPC-prescribed teaching competencies.

_____	_____	_____
Student Name (print)	Student Signature	Date
_____	_____	_____
NCU Supervisor (print)	Supervisor Signature	Date
_____	_____	_____
Cooperating Teacher (print)	Cooperating Signature	Date

Northwest Christian University
School of Education and Counseling
NCU Supervisor Feedback Form
(To be filled out by the teacher candidate)

NCU Supervisor _____ Semester/Year _____ Date _____

Based upon your interaction with your NCU supervisor, rate his or her support to you this semester.

EXPECTATION:

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Usually</i>	<i>Always</i>
1. My NCU supervisor arrived at the scheduled time and date.	1	2	3	4	5
2. My NCU supervisor made visits at regular intervals.	1	2	3	4	5
3. My NCU supervisor was available before and after my interaction with students and/or the lesson taught.	1	2	3	4	5
4. My NCU supervisor provided helpful feedback about my performance.	1	2	3	4	5
5. My NCU supervisor reviewed and discussed my classroom routines and/or lesson plans with me.	1	2	3	4	5
6. I gained a significant amount of knowledge from the feedback.	1	2	3	4	5
7. The feedback enhanced my teaching abilities.	1	2	3	4	5
8. The feedback enabled me to think more reflectively.					
9. The NCU supervisor exhibited knowledge of teacher competencies.	1	2	3	4	5
10. The NCU supervisor provided helpful suggestions with regard to curriculum design, instructional strategies, and assessment techniques.	1	2	3	4	5
11. The NCU supervisor provided helpful suggestions with regard to classroom relations and environment.	1	2	3	4	5

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Usually</i>	<i>Always</i>
12. The NCU supervisor helped me identify growth areas and plan potential solutions.	1	2	3	4	5
13. My NCU supervisor used relevant examples.	1	2	3	4	5
14. I received timely and useful feedback on observations.	1	2	3	4	5
15. My NCU supervisor's expectations challenged me.	1	2	3	4	5
16. In comparison to other NCU supervisors I have had at NCC, this supervisor's expectations and teaching abilities facilitated my growth as a pre-service teacher.	1	2	3	4	5
17. My NCU supervisor demonstrated an interest in and concern for my feelings and welfare.	1	2	3	4	5
18. I felt safe discussing my performance with my NCU supervisor.	1	2	3	4	5
19. I felt comfortable discussing any difficult situation or problem with my NCU supervisor.	1	2	3	4	5
20. The NCU supervisor encouraged openness so I could questions procedures.	1	2	3	4	5
21. The NCU supervisor was receptive to discussion regarding how I incorporate faith and learning.	1	2	3	4	5
22. I felt safe discussing issues of faith with my NCU supervisor.	1	2	3	4	5

My NCU supervisor was most helpful to me by:

My NCU supervisor could have been more helpful by:

Overall rating: *Please mark one of the categories below.*

Excellent _____

Very Good _____

Good _____

Weak _____

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

To ensure candidate quality and success, the cooperating 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. Cooperating 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 cooperating 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 cooperating 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**

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 _____ Phone _____

Course _____ Semester/Year _____

Cooperating Teacher _____ Date _____

NCU Supervisor _____ Review Date _____

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

Candidate Name (print)	Candidate Signature	Date
Cooperating Teachers print)	Cooperating Teacher Signature	Date
NCU Supervisor (print)	Supervisor Signature	Date
NCU Assistant Dean of Education (print)	Assistant Dean of Education Signature	Date

Northwest Christian University
Candidate Improvement Plan - Part 2

The Candidate Improvement Plan Part Two is completed when concerns continue following completion of Part One.

Candidate _____ Student ID _____ Phone _____
 Course _____ Semester/Year _____
 Cooperating 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 Name (print)	Candidate Signature	Date
Cooperating Teachers print)	Cooperating Teacher Signature	Date
NCU Supervisor (print)	Supervisor Signature	Date
NCU Assistant Dean of Education (print)	Assistant Dean of Education Signature	Date