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# STUDENT TEACHING PACKET

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School of Education

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

**Course Overview**

This class is a continuation of EDUC 695 Field Experience, whereby the teacher candidates resumes gradual responsibility for classroom instruction. This culminating experience provides a demonstration of students' knowledge and skill in the preparation, implementation, and assessment of instruction that includes a positive classroom environment that employs developmentally appropriate practices and the use of technology. Pre-service teachers will monitor 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.

**Relationship of Course to College Mission and Goals**

As a part of the professional teacher education program at Northwest Christian University, student teaching helps prepare future ECE/ELEM/MID/SEC 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 student learning needs and performance.

**Course Objectives**

The teacher candidate will:

1. Complete 15 weeks of student teaching.
2. Complete of minimum of three weeks of full-time teaching.
3. The teacher candidate will submit a learning segment, overview, and 10 lesson plans integrating two content areas. Secondary teacher candidates submit a learning segment overview and 10 lesson plans in **their** content area.
4. Develop and implement and submit (to Pearson) an EdTPA learning segment of between three and five lessons.
5. Select and formulate learning goals and objectives consistent with school's long term curriculum goals and state content standards
6. Address the diverse needs of students in classroom settings.
7. Determines current performance of students with respect to established learning goals and objectives
8. Evaluate and document student learning outcomes, prepare data summaries, and communicate progress to others
9. Select, supplement, and refine instructional materials to meet learning outcomes
10. Reflect upon, interpret, and communicate one's own teaching effectiveness
11. Become familiar with the assigned school building and classroom policies and practices

12. Demonstrate the qualities of professionalism within the regular education setting
13. Communicate in a professional manner with the NCU Field Supervisor and Cooperating Teacher.
14. Expect feedback in a professional manner from the NCU Field Supervisor and Cooperating Teacher.
15. Implement positive classroom management strategies under the guidance of the Cooperating Teacher.

The Student Teaching requirement is the capstone experience of the NCU Teacher Education Program; it is a state of Oregon and Northwest Christian University School of Education requirement for earning a preliminary state teaching license. Students must successfully implement a EdTPA learning segment aligned with state standards and student learning outcomes and fulfill all hour requirements.

During this experience, the teacher candidates must exhibit professional behaviors necessary of all professional teachers. Teacher candidates are expected to arrive on the agreed upon time to the school site, conduct oneself in a professional manner, dress appropriately, and communicate with the Cooperating Teacher and NCU Field Supervisor regularly.

### **Course Textbook**

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

### **Materials**

- Teacher candidates Agreement
- Student Teaching Hours Contract
- Student Teaching Hours Log
- EdTPA consent forms for recording videos

### **Course Requirements**

The teacher candidates must meet the expectations as stated on the *Student Teaching 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 candidates must meet other professional responsibilities:

1. Complete the *Teacher candidates Agreement*, *Student Teaching Hours Contract*, and *Student Teaching Hours Log*.
2. Complete 15 weeks of student teaching. Nine of the 15 weeks must be full-time on site and completed consecutively. During the nine full-time weeks, teacher candidates are required to complete three weeks of full-time teaching responsibilities.
3. Teacher candidates must attend student teaching daily and complete the major authorization placement. Students will follow the practicum student attendance policy outlined in the *School of Education and Counseling Teacher Education Student Program Manual*.

4. Teacher candidates are expected to be punctual and in regular in 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 Field 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.
5. Develop and maintain daily lesson plans; available to Cooperating Teachers and NCU Field Supervisors.
6. Gradually assume instructional responsibilities for at least four (4) curricular areas in weeks two thru five (in the elementary classroom).
7. Attend all professional teacher meetings with Cooperating Teacher.
8. Assume Full Time Teaching Responsibilities (FTR) for at least three weeks in which all planning, allocation of resources, and support is initiated by the teacher candidates. This includes the attendance of the teacher candidate at all professional meetings.
9. Complete at least six (6) formal observations with the NCU Field Supervisor Provide a lesson plan and pre-observation sheet for every formal observation. ***If necessary, the NCU Field Supervisor may observe more frequently.***
10. Meet minimum scoring competencies on the Student Teaching Mid-term and Final Evaluations.
11. All policies within the *Northwest Christian University School of Education and Counseling 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 Student Teaching placement (early childhood, elementary, middle, and high school) requires:

1. Satisfactory observations as outlined on the syllabus
2. Submission of Student Teaching Hours Log
3. Mid-term and Final Evaluation Forms

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

4. Cooperating Teacher Feedback Form
5. NCU Field Supervisor Evaluation

## Possible Timeline for Teacher Candidates

### EDUC 696 Student Teaching

### Major Authorization

Student teaching 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 candidates 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 Student Teaching, the teacher candidates will develop increasing competency in understanding of teaching tasks. Therefore, each teacher candidates will assume teaching responsibilities more quickly than during the Field Experience. However, it is recommended that the takeover to full time teaching (FTR) is gradual.

Please use the following timeline as a suggestion for the teacher candidates in the take-over process for full time teaching responsibilities (FTR) in the classroom. Consult your assigned and the **Teacher Education Student Program Manual** for additional clarification regarding student teaching expectations.

Suggested timeline:

WEEK	TEACHER CANDIDATES	COOPERATING TEACHER
<b>Week 1</b> <i>Orientation and Observation</i>	Initiate and participate in a three-way meeting (Student, Cooperating Teacher and Field Supervisor) to review the expectations of Student Teaching.  Become acquainted with students, staff, building facilities and building policies <ul style="list-style-type: none"> <li>✓ Observe instruction</li> <li>✓ Assist the classroom teacher with students, papers, etc.</li> <li>✓ Clarify expectations for lesson planning and classroom management areas.</li> <li>✓ Work with small groups and some large group instruction</li> <li>✓ Learning Resource Center Teachers</li> <li>✓ Instructional Assistants</li> <li>✓ Volunteer program</li> </ul>	Help the teacher candidates understand: <ul style="list-style-type: none"> <li>✓ Appropriate classroom routines</li> </ul> Classroom and School policies <ul style="list-style-type: none"> <li>✓ Attendance</li> <li>✓ Hall passes</li> <li>✓ ID requirements</li> </ul> Acceptable behavioral norms in the building: PBIS Management routines: <ul style="list-style-type: none"> <li>✓ Should students raise hands?</li> <li>✓ Are detentions/referrals used?</li> <li>✓ Can students chew gum?</li> <li>✓ Can students talk during instruction?</li> </ul> Set aside time to <ul style="list-style-type: none"> <li>✓ Discuss long-range planning</li> <li>✓ Lesson Plan book</li> <li>✓ Map out the teacher candidates teaching plans and work sample</li> </ul>

<p><b>Week 1</b> <i>Orientation and Observation (continued)</i></p>	<p>Begin</p> <ul style="list-style-type: none"> <li>✓ Taking attendance</li> <li>✓ Give assessments/tests</li> <li>✓ Tutor students</li> </ul> <p>Teach small group lessons with Cooperating Teacher</p> <ul style="list-style-type: none"> <li>✓ Develop a timeline for the term including planning and implementation of: <ul style="list-style-type: none"> <li>○ EdTPA learning segment</li> <li>○ 10-lesson unit</li> <li>○ Three full-time weeks of teaching</li> </ul> </li> </ul>	
<p><b>Week 2</b> <i>Observation and Planning for Teaching</i></p>	<ul style="list-style-type: none"> <li>✓ the term including planning and implementing a work sample which incorporates CCSS and EdTPA expectations</li> <li>✓ Observe Cooperating Teacher in and outside the classroom</li> <li>✓ By the end of the week: Begin assuming teaching responsibilities in one curricular area/period.</li> <li>✓ Provide assistance in other curricular areas</li> <li>✓ Attend professional meetings</li> </ul>	<p>Joint planning by teacher candidates and Cooperating Teacher; the major role in planning should remain with the Cooperating Teacher.</p> <p>Think-Aloud: share reflective thoughts with your teacher candidates</p> <ul style="list-style-type: none"> <li>✓ Explain decision-making</li> <li>✓ Discuss observations of students</li> </ul> <p>By the end of the week: allow teacher candidates to begin assuming responsibility for one curricular area and continue assisting in other areas.</p>
<p><b>Week 3</b> <i>Planning for Teaching</i></p> <p><i>Participation as a Team Member</i></p> <p><b>Prepare for EdTPA lesson plans and video</b></p>	<p>Shared teaching responsibilities by teacher candidates and. Teacher candidates maintains previous responsibilities and adds additional teaching responsibilities in at least two other curricular areas/periods by the end of the week.</p> <p>Teacher candidates attends all school site meetings with the Cooperating Teacher; staff meetings, IEP, 504, etc. Possibilities:</p> <ul style="list-style-type: none"> <li>✓ Team teaching lessons on a unit previously planned by the Cooperating Teacher</li> <li>✓ Team teaching lessons on a unit jointly planned</li> <li>✓ Team teaching lessons planned by the teacher candidates</li> </ul>	
<p><b>Week 4</b></p> <p><i>Participation as a Team Member</i></p>	<p>Teacher candidates should be teaching at least three curricular areas/periods in the classroom at this time.</p> <p>Planning and implementing instruction is the responsibility of the teacher</p>	

	candidates in the areas assigned, however, the Cooperating Teacher is guiding the planning process.	
<b>BY THE END OF WEEK 4</b>  <b>TEACHER CANDIDATES MUST USE ACADEMIC LANGUAGE IN ALL TEACHING</b>	<p>The teacher candidates should have demonstrated that he/she can</p> <ul style="list-style-type: none"> <li>✓ Plan individual lesson with learning outcomes clearly specified</li> <li>✓ Perform paperwork duties, such as attendance and grading with some efficiency</li> <li>✓ Perform routine direction of student behavior with some efficiency</li> <li>✓ Employ teaching materials other than a textbook (videos, DVD, literature, etc.)</li> <li>✓ Create some teaching activities (especially necessary at the middle/high school)</li> <li>✓ Conduct transitions with some efficiency</li> <li>✓ Begin to adapt teaching techniques and purposes for learners with special needs</li> <li>✓ Prepare assessment strategies to measure learning outcomes</li> <li>✓ Prepare curriculum content prior to instruction</li> </ul>	
<b>Weeks 5 – 6</b> <i>Teaching half-days and working towards Assuming full-time teaching responsibilities (FTR)</i>	<p>Teacher candidates should be teaching half-days in the classroom at this time.</p> <p>Midterm evaluation completed by cooperating teacher and NCU supervisor.</p> <p>Midterm professional development goals are revisited with NCU supervisor and Cooperating Teacher.</p>	<p>Cooperating teacher may always participate in the classroom by:</p> <ul style="list-style-type: none"> <li>✓ Teaching a lesson</li> <li>✓ Working with special students</li> <li>✓ Aiding in student evaluation</li> </ul> <p>Cooperating teacher should take time each day to confer with the teacher candidates about his/her lessons and lesson planning.</p> <p>Cooperating teacher may encourage the teacher candidates to set up a teaching observation between the teacher candidates and the school principal.</p>
<b>Weeks 7-10</b> <i>Teaching full-time (FTR)</i>	<p>Teacher candidates have <i>total responsibility for planning and teaching</i> in the classroom under guidance of the Cooperating Teacher. Daily discussions continue between the teacher candidates and the Cooperating Teacher.</p> <p>Discipline referrals/phone calls, collaboration and support services are implemented by the teacher candidates under the guidance of the Cooperating Teacher.</p>	
<b>Weeks 11-13</b>	<p>Teacher candidates and cooperating teacher continue daily discussions regarding discipline, lesson planning and implementation.</p> <p>Teacher candidates begins ‘handing back’ one or two curricular areas to</p>	<p>Cooperating teacher encourages and arranges:</p> <ul style="list-style-type: none"> <li>✓ Teacher candidates to observe other teachers within the building.</li> <li>✓ Student Study Team meetings</li> <li>✓ Individual Education Plan</li> </ul>

	the Cooperating Teacher	(IEP) meetings ✓ Parent Teacher Conferences
<b>Week 14</b> <i>Responsibility gradually reassumes to cooperating teacher</i>	Teacher candidates and Cooperating Teacher discuss next steps	Cooperating Teacher gradually reassumes responsibility for instruction while teacher candidates assists.
<b>Week 15</b>	Final Evaluation completed by cooperating teacher and NCU supervisor.	



**PROFESSIONAL DEVELOPMENT GOALS for \_\_\_\_\_**

These professional development goals are chosen from the final evaluation and created by the NCU Teacher candidates, cooperating teacher and NCU Field Supervisor in the major authorization during the beginning of fall. It must be signed by the teacher candidates, cooperating teacher and NCU Field Supervisor in both the fall and the spring semesters.

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1. TSPC Teaching Competency:

Goal:

2. TSPC Teaching Competency:

Goal:

3. TSPC Teaching Competency:

Goal:

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

	<b>PRINTED NAME</b>	<b>SIGNATURES</b>	<b>DATE</b>
<b>Student:</b>	_____	_____	_____
	<b>Student Spring Semester Signature:</b>	_____	_____
<b>Fall NCU Supervisor:</b>	_____	_____	_____
<b>Fall Cooperating Teacher:</b>	_____	_____	_____
<b>Spring NCU Supervisor:</b>	_____	_____	_____
<b>Spring Cooperating Teacher:</b>	_____	_____	_____

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## **Effective Supervision by the Cooperating and Cooperating Teacher**

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 Cooperating Teacher are encouraged to:

- Proactively initiate discussion of the student's interaction with students.
- 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 Cooperating Teacher 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, student 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 Teacher typically organize students for instruction. The following guidelines may clarify our expectations in this regard:

- Teacher candidates are expected to plan for any formal lessons they teach. All preparation for instruction done by the teacher candidates should be done in writing and reviewed by the cooperating teacher before the lesson is conducted. Teacher candidates 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 students to you and the ones to which your students 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 Teacher 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 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:

- A Cooperating Teacher Information Form/Resume/Curriculum Vita
- Copies of written feedback provided to the practicum student during the semester
- Midterm and Final Evaluation Form

These forms are given to the cooperating/cooperating teacher throughout the semester by the practicum student. The Cooperating Teacher Information Form, Resume or Curriculum Vita must be returned to the University via the practicum student within the first two weeks of the semester. The remaining forms should be returned to the School of Education and Counseling via either the practicum student or NCU supervisor.

### **Troubleshooting**

Invariably, no matter what problems are anticipated, the unexpected will arise. The following suggestions anticipate the questions Cooperating Teacher 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 students' 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/cooperating 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 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/cooperating teacher and NCU supervisor should be brought to the attention of the Dean of School of Education and Counseling.

### **Possible Topics for Cooperating Teacher Candidates Discussion\***

(\*See evaluation forms for other topics.)

#### **In the Classroom:**

- Planning Procedures
- Goals for the semester or year
- Curriculum issues
- Time Management, Class Schedule
- Where to find materials
- How to work with parents, Parent conference procedures
- Where equipment is stored
- How to group students successfully
- How to handle standardized tests
- Planning for emergencies
- Solving common problems
- Helping students with special needs
- 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

#### **School-Wide Policies and Procedures**

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

## **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, students 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 students 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 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 Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 NCU Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Director's Signature \_\_\_\_\_ Date \_\_\_\_\_



**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 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 Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
NCU Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
Director's Signature \_\_\_\_\_ Date \_\_\_\_\_



**Northwest Christian University  
Student Teaching (Major Authorization)  
Midterm Evaluation**

Candidate's Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Cooperating Teacher's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

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 student teacher utilizes constructive feedback to work on professional development goals established during Senior Field Experience based upon the teaching competencies. 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.

1 = Emerging Knowledge and Skill

4 = Competent

2 = Developing Competence

N/A = Not Applicable

3 = Growing Competence

**In order to "pass" Student Teaching, the following standards must be met:**

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

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

**Final:**

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

**1) In planning for instruction, the teacher candidate: (May not be possible if work sample has not been implemented)**

- |   |     |   |   |   |   |
|---|-----|---|---|---|---|
| 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 re-teaching/problem solving.	N/A	1	2	3	4
<b>2) In establishing classroom climate, the teacher candidate:</b>						
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
<b>3) In engaging students in planned learning activities, the teacher candidate:</b>						
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, and is sensitive to individual differences and diverse cultures, and encourages 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

<b>4) In evaluating student progress, the teacher candidate (may not possible if work sample is not implemented);</b>					
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
<b>5) In exhibiting professional behavior, the teacher candidate:</b>					
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
<b>6) In employing Pedagogical Content Knowledge, the teacher candidate;</b>					
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 student teacher's midterm performance on the TSPC-prescribed teaching competencies.

Candidate's Name (Print) \_\_\_\_\_

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

NCU Supervisor's Name (Print) \_\_\_\_\_

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

Cooperating Teacher's Name (Print) \_\_\_\_\_

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

**Northwest Christian University  
Student Teaching (Major Authorization)  
Final Evaluation**

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Candidate's Name \_\_\_\_\_ Semester/Year \_\_\_\_\_  
Cooperating Teacher's Name \_\_\_\_\_ Grade Level \_\_\_\_\_  
School \_\_\_\_\_ District \_\_\_\_\_

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

**Directions:** Check the appropriate box by each area of competence to attest to the candidate's performance in that area. Completion of student teaching requires verification of initial competence by both the college supervisor and cooperating teacher in all six areas below. In order to "pass" Student Teaching (major) final evaluation, the student must earn a "met" in all areas. A student who earns one or more "Not Met" markings must repeat Student Teaching.

**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;
- b) determines the current performance level of one's students with respect to the learning goals established for a unit of instruction;
- 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;
- d) determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and designs learning activities that lead to their mastery;
- e) selects and organizes materials, equipment, and technologies needed to teach a unit of instruction;
- f) adapts unit and lesson plans for students with diverse needs, and for students with varying cultural, social, and linguistic backgrounds; and
- g) estimates the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting, and re-teaching/problem solving.

**College Supervisor**      Met       Not Met

**Cooperating Teacher**      Met       Not Met

**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;
- 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;
- 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;
- d) when establishing and maintaining classroom rules and procedures, models appropriate social behavior, and provides meaningful reinforcement when it occurs;
- 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;

- f) monitors student conduct, and takes appropriate action when misbehavior occurs;
- g) interacts thoughtfully and courteously with students and their parents and resolves conflicts in a professional manner, respecting the cultural context of the community;
- h) uses classroom time effectively to provide maximum time for learning;
- i) manages instructional transitions decisively and without loss of instructional time;
  
- j) arranges and sets up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
- 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.

**College Supervisor**      **Met**       **Not Met**   
**Cooperating Teacher**      **Met**       **Not Met**

**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;
- b) communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished;
- c) implements instructional plans that employ knowledge of subject matter and basic skills;
- 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;
- e) emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and
- 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.

**College Supervisor**      **Met**       **Not Met**   
**Cooperating Teacher**      **Met**       **Not Met**

**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;
- 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;
- c) evaluates student progress in learning and refines plans for instruction, establishes alternative learning options, or makes appropriate referrals;
- 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;
- 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.

**College Supervisor**      **Met**       **Not Met**   
**Cooperating Teacher**      **Met**       **Not Met**

5) **In exhibiting professional behavior, the teacher candidate:**

- a) is dependable, conscientious, and punctual;
- b) meets work schedule demands;
- c) is aware of the importance of professional appearance and demeanor;
- d) is aware of, and acts in accordance with, school policies and practices;
- e) is respectful of cultural patterns and expectations that operate within a school;
- f) interacts constructively with colleagues, administrators, supervisors, and educational assistants and parents;
- g) performs advisory functions for students in formal and informal settings;
- h) functions as a member of an instructional team to achieve long-term curriculum goals, state content standards and district standards;
- i) exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning; and
- j) exhibits energy, drive and determination to become a professional educator.

**College Supervisor**      Met       Not Met

**Cooperating Teacher**      Met       Not Met

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;
- b) selects and sequences disciplinary content to support future learning in and out of school;
- c) evaluates students' initial conceptions and provides opportunities to gain a deeper and more useful understanding;
- d) presents content in a variety of ways that are clear and appropriate for students;
  
- e) adapts/modifies content knowledge for exceptional learners, including talented and gifted;
- f) links content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;
- g) provides opportunities for students to use content knowledge to think and problem solve.

**College Supervisor**      Met       Not Met

**Cooperating Teacher**      Met       Not Met

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

Candidate's Name (Print) \_\_\_\_\_

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

NCU Supervisor's Name (Print) \_\_\_\_\_

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

Cooperating Teacher's Name (Print) \_\_\_\_\_

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



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

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Semester/Year \_\_\_\_\_

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 \_\_\_\_\_

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

NCU Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Semester/Year \_\_\_\_\_

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

<b>EXPECTATION:</b>	<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.	1	2	3	4	5
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 NCU, 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:    Excellent\_\_\_\_\_    Very Good\_\_\_\_\_    Good\_\_\_\_\_    Weak\_\_\_\_\_





# 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**  
**School of Education**  
**Student Teaching Hours Contract**

Student Teacher \_\_\_\_\_ Term \_\_\_\_\_  
School \_\_\_\_\_ Phone \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_ Phone \_\_\_\_\_  
Cooperating Teacher's email \_\_\_\_\_ Classroom # \_\_\_\_\_

List the agreed upon hours the student teacher will be in the classroom setting. Make sure that planning time between the student teacher and cooperating teacher has been built into the schedule. ***Note: Except for the daily planning time, most hours should be student contact time.***

Monday      \_\_\_\_\_ : \_\_\_\_\_ to \_\_\_\_\_ : \_\_\_\_\_  
Tuesday     \_\_\_\_\_ : \_\_\_\_\_ to \_\_\_\_\_ : \_\_\_\_\_  
Wednesday   \_\_\_\_\_ : \_\_\_\_\_ to \_\_\_\_\_ : \_\_\_\_\_  
Thursday    \_\_\_\_\_ : \_\_\_\_\_ to \_\_\_\_\_ : \_\_\_\_\_  
Friday       \_\_\_\_\_ : \_\_\_\_\_ to \_\_\_\_\_ : \_\_\_\_\_

The times listed above have been discussed and agreed upon by each person who has signed below.

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_







