

The School of Education
and Social Policy



NORTHWESTERN UNIVERSITY

The Secondary Field Experience
for Teacher Candidates

The Practicum
Student Teaching

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Master of Science in Education Program

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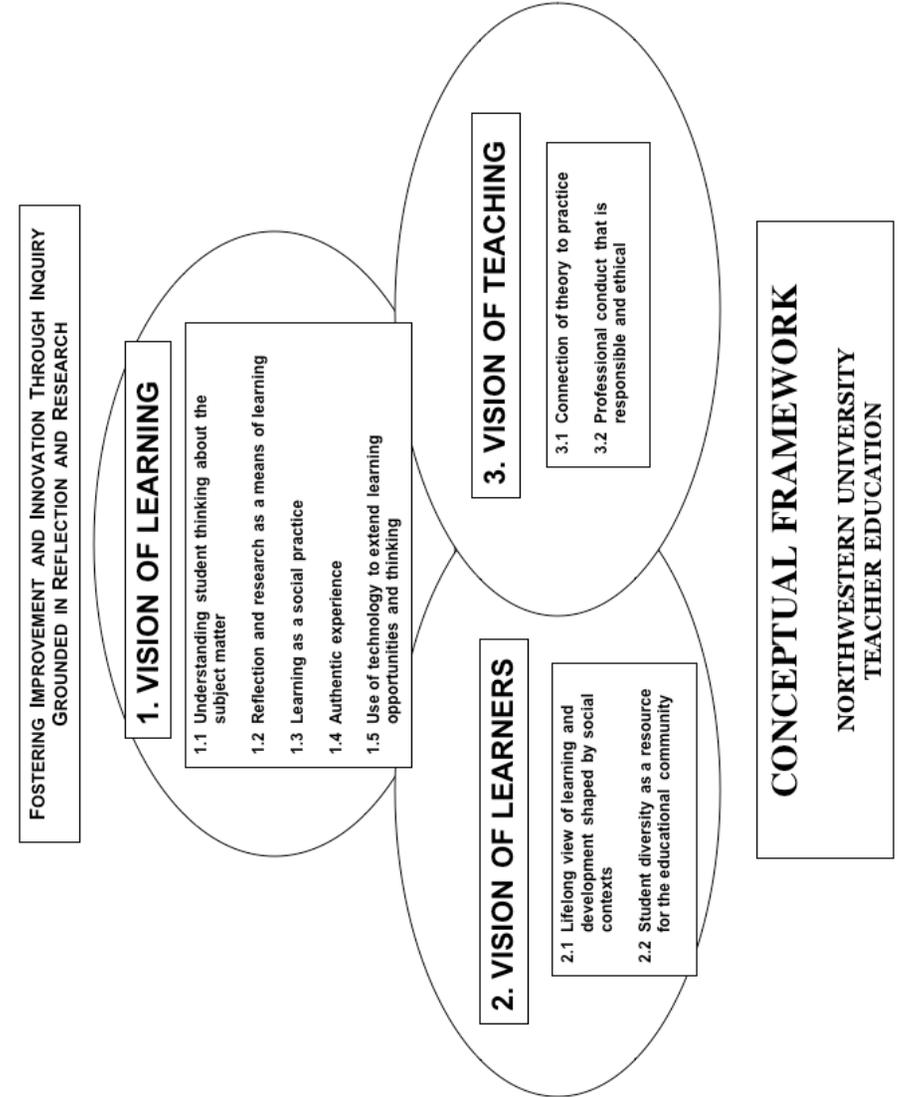
“When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens before us, when our experience is illuminated by the lightning-life of the mind—then teaching is the finest work I know”

-Parker Palmer

School of Education and Social Policy Mission Statement

The mission of the School of Education and Social Policy (SESP) is to understand and improve human learning and development throughout the lifespan and in multiple contexts — in classrooms and schools as well as within families, in communities, in the workplace, and in elective learning environments. The mission of the School of Education and Social Policy is carried out through these core themes:

- Designing new approaches to learning and development beyond “the basics”
- Ameliorating social disparities in human development and learning
- Developing leaders and change agents
- Inventing rigorous multidisciplinary methods to conduct inquiry and research
- Engaging in innovative partnerships to leverage expertise and influence
- Promoting a culture of entrepreneurialism and support for research and program development



Northwestern University Conceptual Framework for Teacher Education

As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have

A Vision of Learning that focuses on:

- 1.1. understanding student thinking about the subject matter;
- 1.2. reflection and research as a means of learning;
- 1.3. learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;
- 1.4. authentic experience, where class sessions and assignments are designed to engage students' interests and to have implication for the student beyond the classroom; and
- 1.5. the use of technology to extend learning opportunities and thinking.

A Vision of Learners that focuses on:

- 2.1 lifelong learning and development shaped by social contexts; and
- 2.2 student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:

- 3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory; and
- 3.2 professional conduct that is responsible and ethical.

Dispositions (as implied by the NUCF):

- 1) Willingness to systematically reflect on one's own practice. (NUCF 1.2, 3.1)
- 2) Commitment to understanding students' thinking about the subject matter. (NUCF 1.1)
- 3) Belief in the value of seeing students as individuals. (NUCF 2.2)
- 4) Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)
- 5) Willingness to take the risks associated with engaging students' interests through real world experiences. (NUCF 1.4)
- 6) Energy for incorporating innovations in teaching, including the use of new technologies. (NUCF 1.5)
- 7) Commitment to conducting one's self professionally and responsibly. (NUCF 3.2)

Preface

The School of Education and Social Policy at Northwestern University offers graduate and undergraduate candidates a teacher preparation program that is founded on coursework which enables students to effectively translate theory into practical applications. We have developed two intensive field experiences – *the practicum* and *student teaching* -- which call on the cooperation of elementary, middle, and secondary schools in the Chicago area. We expect teacher candidates to develop practical approaches that acknowledge the teaching-learning experience as a collegial process: to recognize that from kindergarten onward, the classroom is a community of scholars who contribute according to their differing abilities, interests, and experiences in an atmosphere of mutual honesty, respect, and trust. Field experiences are designed to develop a holistic view of teachers' roles in the school, in the community, and in the education profession.

Northwestern University teacher education instructors associated with the fieldwork have all had substantial experience as elementary, middle, or secondary educators.

We very much appreciate partner school involvement with the Northwestern teacher education program.

The Mentor Teacher

Northwestern uses the term *mentor* because it connotes a person who acts not only as a supervisor and assessor, but also as a highly trusted counselor, guide, tutor and coach. Through daily conversations, suggestions and criticisms, we hope that you will attempt to pass on to your student teacher a portion of the professional expertise that you have gained through the years of practical experience.

Our sincere goal is to prepare teachers who are not only competent, but who will be especially well equipped to assume leadership roles in the profession, as you are doing now. In addition to regular critiques, you are asked to submit formal midterm and final evaluations, using Northwestern University forms that will be delivered to you by email at the appropriate times during both the practicum and student teaching experience. A copy of the Practicum Evaluation form is included on Page 19.

Participating mentor teachers receive:

- mentor recognition gift.
- social and professional development opportunities to meet with colleagues across school districts.

Northwestern Teacher Preparation Programs Policy for Student Teacher Intervention

There are many reasons that a teacher candidate may perform at an unsatisfactory level or be deemed unable to complete the student teaching experience. Regardless of the reason, it is the goal of Northwestern University's teacher preparation programs to intervene as early and quickly as possible to support the teacher candidate and reconcile the situation if possible.

Wide-open avenues of communication exist for early intervention on behalf of the teacher candidate. **It is, therefore, the responsibility of the school to report any problems to the University Supervisor as soon as they appear. It is the responsibility of the supervisor to contact the mentor teacher early in the quarter to check on the candidate's progress.** If the teacher candidate continues to perform unsuccessfully, the supervisor will advise the student teaching seminar instructor, director of the program, and potentially the dean or assistant dean of the school to determine the next appropriate measures. When necessary, and if time to demonstrate improvement is available in a quarter, an intervention plan will be devised for the candidate.

In some instances the teacher candidate may be advised to postpone or repeat the student teaching experience at another location, or to extend student teaching at the same location. Health, legal or ethical situations may require that the teacher candidate be advised to seek counsel with a health or legal professional. In some instances, the teacher candidate may be counseled out of teaching. Northwestern University has the right to withhold recommendation for certification if the teacher candidate's performance is not satisfactory.

Guidelines for the University Supervisor (continued)

- Keep in touch with David Renz. Send him observation reports as soon as you complete each one.
- Complete the candidate evaluation form at the end of the quarter.

Note:

University Supervisors will ask candidates how they are assessing student learning and will discuss the various means of assessment with the candidates. **Supervisors will include comments about these discussions in their narrative reports.**

All teacher candidates will assess student learning through A and B.

- A) There are various options for recording student learning in classrooms. Student teachers should use at least one of the following:
- a. collect evidence of learning through one instrument of assessment which may be, but is not limited to, a test, quiz, or project, portfolio, or exit slip; or
 - b. conduct student interviews to collect student perceptions of their learning; or
 - c. keep daily logs or checklists that incorporate records of successful student learning.
- B) Student teachers will collect data on at least one assessment. They will also discuss that assessment and data with the University Supervisor. They will then write a reflection on the assessment, the meaning of the data, and the conversation with the supervisor. They should then attach the assessment and data to the reflection and give it to their seminar instructor.

Guidelines for the Mentor Teacher

- Read the guidelines for the student teacher; they are helpful for the mentor as well.
- Confer with the student teacher to assist him/her with preparing a practicum agreement and/or student teaching agreement for the term.
 - The agreement includes shared information about classes, daily schedules, subject matter, and teacher-learning techniques.
 - For student teaching, it should also outline assessment processes and, insofar as possible, provide a projected timeline summary of the specific types of responsibilities the student teacher will assume.
- Progress from team planning *with* the student teacher to monitoring planning done *by* the student teacher.
- Assist the student teacher in developing relationships with students, other faculty, special education teachers, counselors, administration, and parents.
- Acquaint the Northwestern student with classroom organization and management policies.
- Articulate the curriculum goals and the techniques for evaluating student learning.
- Aid the Northwestern student in utilizing techniques of diagnosis, observation, evaluation, assessment, and interpretation.
- Supervise lessons or activities planned by the practicum student/student teacher. Discuss both the student teacher's lessons and your own in relation to why one might have been more or less effective and how any lesson or activity might be improved.

Guidelines for the Mentor (continued)

- Assess the student teacher's plans with respect to time allocation, appropriateness of methods to foster engagement and learning, and the relevance of lessons to the objectives of a teaching unit.
- Communicate the requirements for lesson plan format in your school, if there is one. Otherwise, the student teacher will use one of several formats suggested in the Northwestern Student Teaching Seminar.
- Invite the Northwestern student to attend meetings and activities as you deem fit.
 - Student teachers are required to attend one weekly field seminar at the University for 3 hours. However, a student teacher may be excused from a seminar session to attend an especially important school activity or event such as parent-teacher conferences.
- Consider views, techniques, or teaching styles that might be different from your own and discuss these differences with the Northwestern student.
- Encourage the student teacher to take risks.
- Help the Northwestern student to recognize the specifics of his/her emerging teaching style.
- Offer suggestions or ideas about classroom management and student behavioral development.
- Call attention to how much time is involved for various classroom activities and planning.
- Assist the Northwestern student with development of time management skills, a consistent need for new teachers.

Guidelines for the University Supervisor

- Make at least three on-site visits to observe student teachers in their classrooms. These visits should be arranged to include a classroom observation and conference after each observation with the student teacher. Invite the mentor teacher to join these conferences.
- Encourage the student teacher to videotape several student teaching experiences. When possible, watch the video with them. One video must be submitted to Northwestern and will be viewed during the field seminar.
- Plan with the team of supervisors, attending meetings as they are mutually agreed upon. Try to be informed about the events and scheduled activities in the field seminars and other classes in which the student teachers are participating.
- Use your experience to help the student teacher find his/her own style. As much as possible, ask rather than tell. Offer suggestions for student teachers to find resources that will enrich lessons and activities.
- Encourage collaboration and communication between the student teacher and mentor(s).
- For each of the three on-site visits, please write a narrative evaluation.
- Help students negotiate this new role of teacher, including their relationships with students, mentors, and other professionals in the building.
- Serve as liaison between Northwestern and the site. Note that we are working toward building a consistent and personal relationship with each school.

The University Supervisor

Beginning Steps:

- Exchange telephone numbers and e-mail addresses with student teachers. Ask student teachers to provide mentor teacher contact information as well.
- As soon as possible, contact mentor teachers to introduce yourself.
- Ask your student teachers about perceptions, needs, and questions. Invite a dialogue to begin.
- Work collaboratively with the mentor teachers and the school administration.
- Plan a schedule for visitations. All observations should be planned in advance.

Guidelines for the Mentor (continued)

- Give specific, written feedback on strengths and areas for growth.
 - During this quarter you are assisting in the transformation of a student teacher to a teacher.
 - Very direct criticism is sometimes necessary, and our student teachers understand this. (If there are concerns, please contact the University Supervisor.)
- Please complete both the midterm and final candidate evaluation forms that will be sent to you electronically.
- Please report any problems to the University Supervisor as soon as they occur. In this way, Northwestern can intervene as quickly as possible to support you and the NU student to reconcile the situation.
- The practicum instructor will contact you midway through the practicum period to solicit your feedback on the work of the practicum student.

Toward the end of student teaching, the student teacher is expected to assume full-time charge of all assigned classes for a **minimum of four weeks**, experiencing to the extent possible the life of a classroom teacher.

If this requirement poses any problems, please contact David Renz at 847-467-5317 or dwr209@northwestern.edu.

During this period the student teacher is expected to fully synthesize previous knowledge, experience, and criticism. The student teacher should demonstrate the proficiency required of an effective teacher.

Possible Strategies for Mentoring

- As the Northwestern student begins teaching, ask him/her to keep a dialogue journal in which he/she poses questions, reflects on lessons, and examines strategies and approaches. There may be questions about content, specific students, effective strategies, management techniques or teaching philosophy. There may be reflections on the effectiveness of a given lesson. This journal, which can be written electronically, will sharpen the Northwestern student's reflective skills and provide a starting point for meaningful conversations. Your responses to the student will provide guidance and promote open communication.
- Teach a lesson, and then discuss it with the Northwestern student. What worked well? What did he/she notice? What questions does he/she have? Then ask the teacher candidate to teach the same lesson later that day.
- Engage in team teaching. This practice will ease the teacher candidate into the role of teaching.
- Ask the teacher candidate to observe other teachers in the building, especially those whose teaching style differs from yours. Good teaching takes many forms.
- Ask the teacher candidate to collect data about your classroom. Ask that he/she watch a single student or keep track of classroom participation.

The Student Teaching Seminar

Student teaching is accompanied by a mandatory weekly seminar. The seminar provides the student teacher with the following:

- opportunities for student teachers to meet with Northwestern University instructors to discuss practical problems they encounter in their on-site fieldwork
- exploration of important topics for the profession (critical thinking, interdisciplinary approaches, use of technology, etc.)
- guidance in reflection of on-site fieldwork
- development of a digital portfolio that documents the student teacher's work
- review and refinement of instructional methods and assessment of student learning
- presentation of a videotape of a lesson
- assistance with interviewing, a job search, and preparation for the profession

In addition to providing instructional activities, the seminar functions as an intellectual, professional and emotional support group.

The grade for student teaching is derived from evaluations submitted by mentors, observations made by field supervisors, the student teacher's responses to critiques, and the quality of seminar participation and reflections.

Timeline Guide for Student Teachers (continued)

The classroom work should be planned in view of the fact that Northwestern student teachers will have completed a quarter-long practicum of clinical observation. In many situations students will have gained considerable experience in performing management and instructional activities, including presentations of original lesson plans and sequential teaching. Therefore, mentors are asked to consider assigning teaching responsibilities as early as possible.

Many mentors and student teachers have found the following schedule helpful. It is offered as one possibility, which gradually allows student teachers to assume responsibility for the full teaching load. It is assumed that the mentor and the student teacher will agree upon a schedule that works best for them.

Week 1: Observation and Team Teaching

Weeks 2-3: Assume responsibility for one class. Continue observing and team teaching in others.

Weeks 4-5: Assume responsibility for second class (same preparation if possible). Continue observing and team teaching in others.

Weeks 6-7: Assume responsibility for third class. Continue observing and team teaching in others.

Weeks 8-11: Assume responsibility for the full teaching load for four consecutive weeks.

Possible Strategies for Mentoring (continued)

- Make your thinking visible as you plan and evaluate your own lessons. Why did you decide on that approach? What approaches have you used in the past? What was your goal in teaching this lesson? How will you adjust it next time? In this way, you offer a model of reflective teaching.
- Ask the Northwestern student to help you find resources and gather materials. It will provide excellent preparation and could also save you time.
- Engage in a spirit of collaboration in terms of planning, sharing materials, and reflecting on the success and shortcomings of a given lesson. These aspiring teachers need support and guidance that can best be offered in partnership.
- When critiquing the Northwestern student, begin by asking rather than telling. Ask what he/she thought was successful and how it could be revised. This strategy requires the teacher candidate to reflect on his/her own teaching.
- Because teaching is such a complex art, there is much for the novice teacher to learn. It is sometimes helpful for you to focus an observation on a single aspect of teaching. If the teacher candidate struggles with management, make that the focus of a single observation. You might want to focus on beginnings and endings, clarity of directions, transitions, or student participation.

Possible Strategies for Mentoring (continued)

- Remember to tell the teacher candidate what he/she is doing well. Student teachers are often acutely aware of their shortcomings, but slow to recognize their successes.
- Share your thoughts, questions and concerns with the University Supervisor. He/she is working in partnership with you. You are welcome to attend the post-lesson conferences with the supervisor and student teacher if your busy schedule allows. Your input is encouraged.

Adapted from Graham, P., Hudson-Ross, S., Adkins, C., McWhorter, P., & McDuffie, S. (Eds.). (1999). *Teacher/Mentor: A dialogue for collaborative learning*. New York: Teachers College Press.

Timeline Guide for Student Teachers

Phase 1: Transition into Teaching

The student teacher assumes responsibility for routine management procedures; explains, evaluates, and reviews homework and other assignments; introduces discussion topics; supervises small group activities; and engages in tutoring.

While continuing to gain experience in routine activities, the student teacher increasingly takes charge of classes. The student teacher is expected to demonstrate growing proficiency in designing lesson plans that promote unit objectives. Either through actual practice or directed observation and discussion, the student teacher should also gain experience in developing effective teaching units, learning to visualize units in relation to one another and to a curriculum.

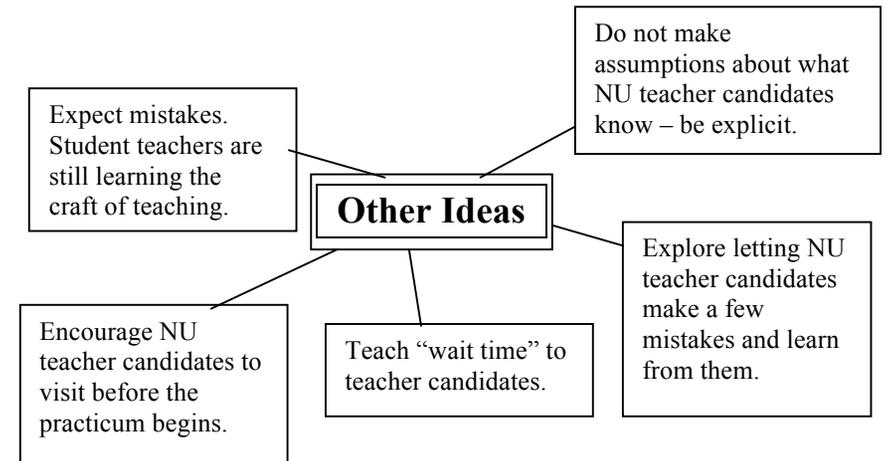
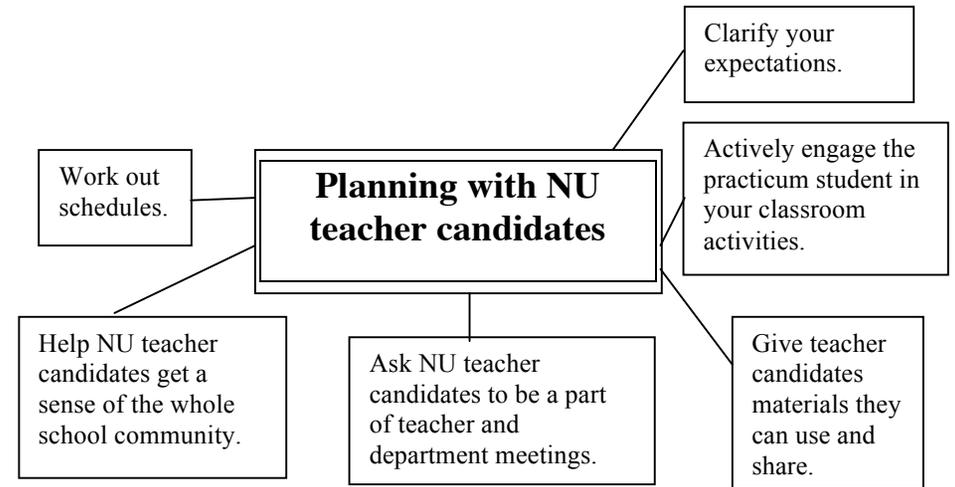
Phase 2: Full-Time Teaching Takeover

The student teacher is expected to assume full-time charge of all assigned classes for **a minimum of four weeks**, experiencing to the extent possible the life of a classroom teacher. (If this requirement poses any problems, please contact David Renz at 847-467-5317 or dwr209@northwestern.edu.) During this period the student teacher is expected to fully synthesize previous knowledge, experience, and criticism. The student teacher should demonstrate the proficiency required of an effective teacher.

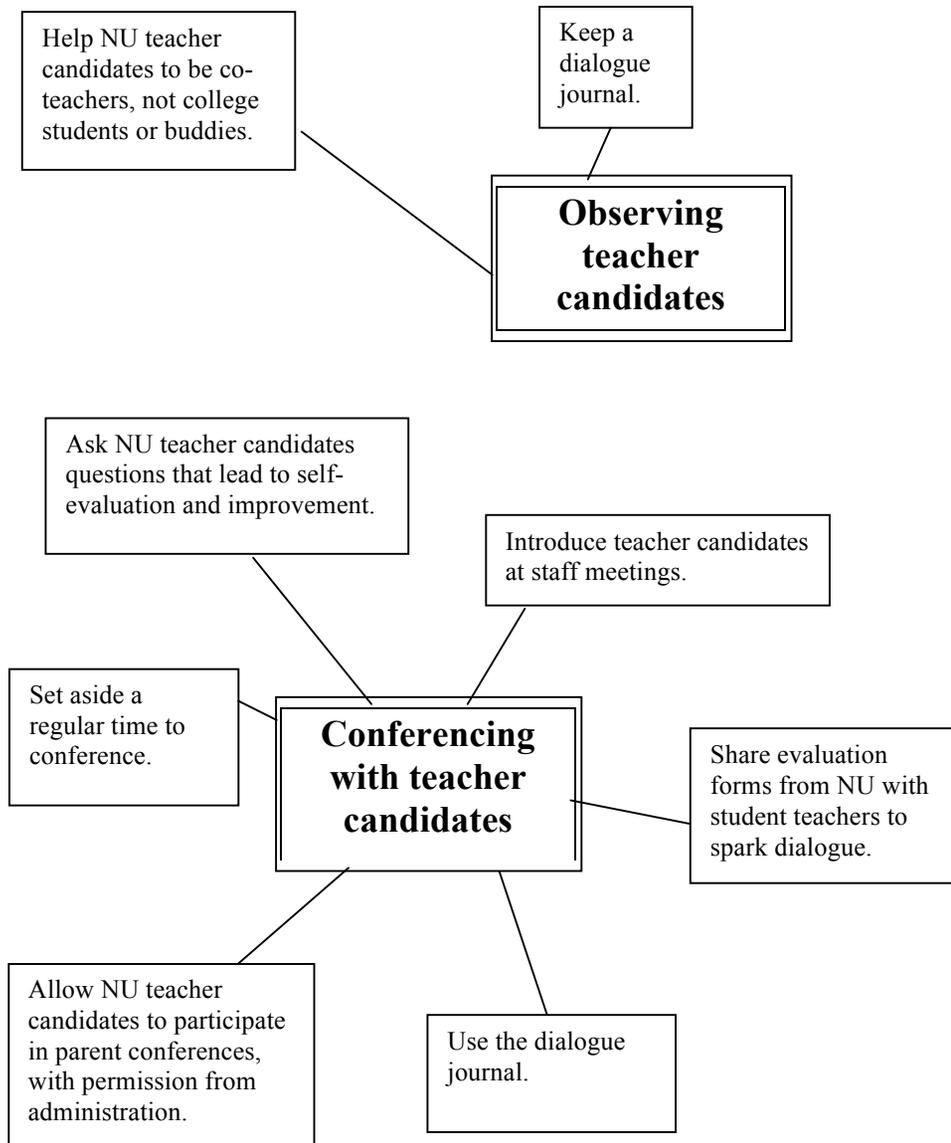
Student Teaching Agreement

A student teaching agreement is prepared by the student teacher to specify details of student teaching plans that have been discussed with the mentor. The agreement includes a summary of activities in which the student teacher will engage during the quarter and a more detailed timeline of the major responsibilities that the student teacher will assume for each different preparation. The agreement is to be signed by the student teacher, mentor(s), and University Supervisor, with a copy given to the University Supervisor and the seminar instructor. The plan must satisfy requirements for Northwestern University as well as the State of Illinois.

Ideas for Mentor Teachers from Mentors



Ideas for Mentor Teachers from Mentors



Reflect, Self-Evaluate, and Perform Continuing Teacher-Research:

- Reflect on, analyze and evaluate your work on a regular basis. Keeping a student teaching journal may be helpful in this process.
- Use this experience to learn to be an effective teacher-researcher. Understand your roles as a data collector and interpreter. Teaching is an ongoing process of action-research.
- Work consistently through the quarter to compile artifacts for your digital portfolio. Analyze your work as it relates to the Illinois Professional Teaching Standards and the Northwestern University Conceptual Framework for Teacher Education.

Note: student teachers will be asked to provide evidence of their students' learning. The plans for this assessment must be discussed with and approved by your supervisor.

All teacher candidates will assess student learning through A and B:

- A) There are various options for recording student learning in classrooms. Student teachers should use at least one of the following:
- collect evidence of learning through one instrument of assessment which may be, but is not limited to, a test, quiz, or project, portfolio, or exit slip; or
 - conduct student interviews to collect student perceptions of their learning; or
 - keep daily logs or checklists that incorporate records of successful student learning.
- B) Student teachers will collect data on at least one assessment. They will also discuss that assessment and data with the University Supervisor. They will then write a reflection on the assessment, the meaning of the data, and the conversation with the supervisor. They should then attach the assessment and data to the reflection and give it to their seminar instructor.

Learn about the students, the curriculum and the instruction:

- Identify students and learn names as quickly as possible.
- Keep an ongoing journal of your observations of students. Learn by listening and observing.
- Utilize all available resources to help you understand the age group you are teaching.
- Become familiar with the curriculum, goals, and general plan for learning. Explore whole-school curriculum frameworks.
- Plan daily and weekly lessons with your mentor teacher. Be ready to discuss lesson and unit plans with your mentor teacher and your University Supervisor.
- Develop effective tools for assessing student learning.
- Contribute your own talents, ideas, and skills whenever they might enrich and enhance the classroom. Most teachers welcome this initiative.
- Plan regular conferences with your mentor and your University Supervisor. Actively seek feedback from them and from others.
- Plan to videotape lessons as often as possible. These will provide an important tool for learning, and at least one tape will be used in your student teaching seminar and digital portfolio.

Practicum/ Observation Experience

The Practicum/Observation Experience

Placement Procedures

- Students submit a one-page resume, personal statement, and transcripts of prior college or university work.
- Students meet with a Co-Director of School Partnerships to discuss placement sites.
- The Co-Director of School Partnerships requests placement.
- Acceptance or denial of requests is at the discretion of the cooperating school or district.

The practicum/observation experience precedes the student teaching/internship period at Northwestern University. Students are required to spend 100 hours of observation in schools during the practicum. Prospective teachers enrolled in the practicum arrive in the classroom with differing expectations, preparation levels, and anxieties. Some are graduate students; some are undergraduates. Some have had extensive experience working with students; others have not. They are, nonetheless, excited to be in the school environment and ready to learn everything about what it means to be a teacher. For most, the practicum/observation may be the very first time they are in a classroom in the role of “teacher.” Field experiences are invaluable to them as they make sense of the coursework in their teacher preparation program.

Learn about professional relationships:

- Communicate with your mentor and the University Supervisor. They can offer the most assistance when they are aware of your questions and concerns.
- Discuss mentors’ expectations of you early in the quarter.
- Be sensitive to the demands of time and energy on your mentor teacher.
- Establish a cordial relationship with the appropriate department or division chairperson.
- Make an effort to learn how to work cooperatively with parents.
- Become acquainted with other professional staff in the building, including art, music, reading resource, librarian(s), special education teachers, counselors, and deans.
- Become acquainted with support staff including custodians and secretaries.

Learn about the district and community, including:

- general characteristics of the community,
- resources, agencies, museums available to the school,
- components of the district (enrollment, staffing), and policies, rules, and regulations.

Guidelines for Student Teachers While in Schools

Learn about the classroom(s) in which you teach:

- Be alert to the physical setting and learn your mentor teacher's rationale for room arrangement.
- Contribute to the classroom environment with approval of your mentor teacher (bulletin boards, room arrangement, displays).
- Assume routine responsibilities as quickly as possible (attendance, tardies, make-up work).

Learn about the school building, including:

- facilities and resources available,
- emergency and safety rules, and procedures,
- building organizations – faculty, staff, and student,
- special services and materials for personnel,
- parent involvement.

The Practicum/Observation Experience (continued)

From time to time, mentors have requested suggestions from Northwestern on how best to utilize the time that practicum students spend in their classrooms. In response, we have compiled a list of possible tasks. Ideally, students would take on more and more responsibility as their time in the classroom increases, so that they are better prepared for their student teaching experience in the near future.

We recognize that teacher candidates enter this program with different levels of experience. Some are very ready to work with students from their first visit to the classroom; some need more time to sit and observe. However, we encourage mentors to actively engage practicum students in classroom activities. The next page offers suggestions for student involvement. We have found that teacher candidates who actively interact with students and participate fully in classroom activities benefit more from the practicum experience.

Opportunities for Practicum/Observation Students

Phase 1: Observe

- Observe without participation
- Observe and participate in class discussion
- Distribute papers and materials to students
- Work with small groups
- Tutor individual students
- Assist teacher on field trips
- Work in writing lab, special assistance center, math labs
- Grade papers
- Give quizzes and proctor tests
- Assist teacher with finding resources and planning for instruction
- Work with individuals or groups on research projects

Phase 2: Co-Teach

- Teach mini-lessons
- Teach full class periods with teacher (co-teach/team-teach)
- Teach full class periods with teacher observation and feedback
- Be co-researcher on teacher action research projects

Phase 3: Reflect

- Meet with mentor to reflect on the experience. This process should be ongoing.

Guidelines for Student Teachers

- As early as possible, confer with your mentor teacher(s) to design a student teaching agreement, a document that summarizes the anticipated overall plan for fieldwork.
- Submit the agreement by the specified due date.
- Orient yourself to school facilities and routines, emergency procedures, resource and support personnel, and the “ground rules” that students and you, as a student teacher, are expected to follow. Remember that you are a guest in the school.
- Be present on a daily basis for the full school day, including any after-school assignments that may be made and any meetings teachers are expected to attend (with the exception of evenings when you must attend class at Northwestern).
- Notify mentors immediately if you will be absent. Absences are tolerated only in the event of illness or emergency. You will need to determine the best way to reach your mentor early in the morning. Ask for a cell phone number. Also, be sure to notify your supervisor and seminar instructor of any absence.
- Complete all assignments given by your mentor teachers, perform work to the best of your ability, and demonstrate appropriate professional attitude and conduct at all times.

Remember: Northwestern faculty and staff are available for your support during your student teaching experience.

How is placement for Student Teaching determined?

Northwestern students submit a resume, personal statement and transcripts of previous college and university work when they confer with the placement director to discuss potential school sites for the field experience. Students are assigned to one or two schools for the practicum. Because it is beneficial to continue at a practicum site for student teaching, the placement director will confirm the student teaching assignment with mentors and department chairs during the practicum quarter. Students will be notified when their placement is confirmed so that they can make arrangements with their mentor teachers.

The Practicum Agreement

The teacher candidate is responsible for arranging to meet with the mentor teachers to plan a mutually acceptable observation schedule and to outline activities in which the practicum student will be involved. This should include a regular schedule for observation and a mentor teacher interview. Some schools have an established routine for field experiences; in other schools the teacher candidate is expected to take a more active role in the planning.

During the practicum, teacher candidates will be expected to achieve the following:

- gain hands-on experience in planning, teaching activities and management,
- learn about procedures and policies that pertain to student assessment, discipline, and parent and community relationships,
- collect observational data required for coursework,
- learn to draw more effectively on the literature and research in relation to classroom application.

The Practicum Seminar and Methods Classes

The practicum coincides with specialized methods classes, which assist teacher candidates with techniques, activities, resources, and literature. Emphasis is placed on lesson and unit planning with special attention to engaging students of diverse achievement levels, interests, and cultural or socioeconomic backgrounds.

A teacher candidate's grade in the Practicum Seminar is based on evaluation(s) submitted by mentor teacher(s) and the quality of participation and written work in the Practicum Seminar. Courses are taught by current and former middle school and secondary school teachers as well as University faculty. Mentors are invited to visit the Practicum Seminar classes and review course syllabi at any time.

Student Teaching

Student teaching lasts for a complete Northwestern quarter and consists of a full-time classroom experience that proceeds under the daily direction of one or more classroom mentors appointed by the school. In order to meet certification requirements and Northwestern University expectations, the following conditions must be observed:

- Secondary student teachers must carry what constitutes a full load in the school in which they are assigned with **at least two, but not more than three course preparations**; and
- Student teaching must include **at least four consecutive weeks** of full-time teaching.

Student Teaching

Northwestern University
School of Education and Social Policy
Practicum/Observation Evaluation
(to be completed by each mentor teacher)
(S A M P L E)

**Return to seminar instructor or to Peg Kritzler at
p-kritzler@northwestern.edu or fax 847-467-2495.**

PLEASE COMPLETE:

Practicum/Observation

Candidate: _____

School: _____

Address: _____

Mentor Teacher: _____

Mentor Phone: _____

Mentor e-mail: _____

We have organized this Evaluation Checklist around the five essential principles of Northwestern's Conceptual Framework for Teacher Education. As the Evaluation Checklist indicates, we are very interested in having candidates get as involved as possible in school and classroom activities.

The Practicum/Observation experience precedes the student teaching internship at Northwestern University. Teacher candidates, both graduate and undergraduate, are prepared for different levels of active involvement in classrooms and with students during the practicum. The goal is to encourage students to learn as much as possible about teaching, learning, students, school life, and the education profession during this time.

This evaluation on the Practicum/Observation experience is intended to be a feedback instrument and a source of dialogue between you and the Northwestern teacher candidate. It is not a factor in the practicum student's grade for the quarter, but is required for documentation of the experience.

Thank you, mentor teachers, for your involvement in teacher education at Northwestern University.

I. Practicum Activities in which prospective teachers experience Learning as a Social Practice. (Please check all that apply)

- Worked with small groups on defined tasks
- Worked with individuals or groups on research projects
- Participated in action research with teacher mentor(s) on subject of mutual interest
- Attended faculty meeting(s), department meeting(s)
- Other (please specify)

II. Practicum Activities in which prospective teachers learn to Understand Student Thinking. (Please check all that apply)

- Observed without participation
- Observed and participated, as called upon or appropriate, in class discussion
- Tutored individual students
- Worked in centers, special assistance labs
- Made observations and discussed them with mentor(s)
- Other (please specify)

III. Practicum Activities in which prospective teachers have Authentic Experiences in Teaching. (Please check all that apply)

- Passed out papers
- Graded papers
- Gave quizzes and/or proctored tests
- Assisted teacher with finding resources and planning for instruction
- Taught mini-lessons
- Taught whole class periods with teacher (co-taught/team-taught)
- Taught full class periods with mentor teacher observation and feedback
- Attended Parent/Teacher conferences
- Other (please specify)

IV. Practicum Activities in which prospective teachers Use Technologies Effectively. (Please check all that apply)

- Assisted students in computer lab work
- Assisted teacher with technology-based assignment or project
- Used technology in a mini-lesson
- Used technology to do research for a class topic
- Other (please specify)

V. Practicum Activities in which prospective teachers Understand Diversity as a Resource to the Educational Community. (Please check all that apply)

- Designed lesson that adapted to individual student needs
- Designed lesson that directly addressed diversity
- Assisted with assessments designed for diverse learners
- Other (please specify)

VI. Professional Approach. (Please check all that apply)

- Attended regularly according to agreed upon schedule, handled unavoidable absences or delays responsibly
- Was dependable in carrying out tasks
- Demonstrated respect for students, colleagues, and staff
- Showed initiative and enthusiasm for teaching
- Asked questions, as appropriate

VII. Please provide any additional comments that will help Northwestern University assess the student's work during the Practicum experience.

Mentor Signature: _____

Date: _____

Please return this Practicum Evaluation to:
Peg Kritzler, Northwestern University, 618 Garrett Place, Evanston, IL 60208
Fax: 847-467-2495, Telephone: 847-467-5317
E-mail: p-kritzler@northwestern.edu.

Thanks for your time!

