

Northwestern University Practicum Agreement

(Attach this cover sheet to your Practicum Interview Summary and submit to your Practicum Seminar Instructor)

Date Due: October 14, 2009

NU Practicum

Intern: _____

Local

Address: _____

Telephone: _____ e-mail: _____

Mentor(s): _____ e-mail (REQUIRED): _____

Telephone of Mentor

(REQUIRED): _____

Department(s): _____

Practicum School Site: _____

Address of

School: _____

Practicum beginning date: As soon as you can report to your schools or by September 22, 2009

Practicum ending date: December 4, 2009

SPECIFIC CLASSES FOR INVOLVEMENT/TIMES FOR PRACTICUM VISITS:

WEEKS	COURSE/CLASS TITLE	DAYS OF WEEK/TIMES
1		
2		
3		
4		
5		
OTHER ACTIVITIES		

Signatures:

The undersigned stipulate that the practicum experience described above represents mutual agreement between the practicum intern, the on-site mentor, and the university supervisor:

_____ NU practicum intern _____ Date

_____ School Mentor _____ Date

_____ Practicum Seminar Instructor _____ Date

MENTOR/PRACTICUM CANDIDATE INTERVIEW
REQUIRED – SUBMIT WITH YOUR PRACTICUM AGREEMENT
NO LATER THAN OCTOBER 13 or 14, 2009

In order to complete your Practicum Agreement, you need to conduct a get-acquainted interview with **ONE** of your mentor teachers. The purpose of this interview is twofold: 1) To afford practice in interviewing, an important technique for a teacher researcher and one you may want to use in the future with parents, students, or colleagues, 2) To promote an open dialogue with your mentor(s) and to provide a vehicle for asking whatever questions you may have. *Be sure to tell your mentor teacher(s) that you are being asked to do this interview as part of your professional teaching requirements.* (If you have more than one mentor, you may want to conduct an informal interview with the other mentor as well)

The focus of the interview should deal with issues of schools, learning, and teaching in which you are genuinely interested. We have included a few sample questions below (**the first question is required for all interviews**) but you should also design questions that will best suit your purposes.

Schedule the interview as soon as possible (note due date for the Agreement). Mentors are very busy people, and you will need to plan for a time that is convenient for both of you. You will want to take notes during the interview, or ask permission to tape record the session for your own purposes only. Write a summary **OF ONE OF THE INTERVIEWS** using direct quotes/comments from your mentor. Be sure to include your reactions and analysis of the interview as well. Attach to the Agreement cover sheet and submit to your Practicum Seminar instructor by October 13 or 14, 2009.

1. **What do you expect of me as a Practicum student this quarter? How can I help? In what ways do you see me contributing to the class? (REQUIRED in all Practicum interviews)**
2. What is your philosophy of teaching? What are your perspectives on learning and teaching? What are your beliefs about teaching?
3. How do you convey your expectations to your students? What are the most challenging aspects of classroom management?
4. How do you adapt your instruction to meet the diverse needs of your students? Do you differentiate instruction? In what ways?
5. Lessons the teacher loves – What’s a good day like for you at school? How do you tell when things are going well?
6. Challenges of teaching – What are the most difficult aspects of being a teacher?
7. How many assessments do you have in a given unit? What forms of assessment do you use?
8. School’s relationship to the community – How does this school engage with the neighborhood or community?
9. Parent involvement – How do you communicate with parents? How often?
10. The curriculum – textbooks, standards, emphases, goals –Is there a general curriculum? What kind of latitude do teachers have? Is the curriculum ever integrated? How?
11. Collaboration – Do teachers plan together? How often? For what purposes?
12. What are your policies regarding seating charts?

13. Resources/resource personnel in the school – What are the available resources in the school?
Are there specialists in music, art, PE? Are there LD/BD/Speech specialists? How do you as a classroom teacher work with resource personnel?
14. Administration in the school – Who are the leaders in this school? What are their roles?