

**SCHOOL MENTOR/SUPERVISOR'S**  
**MANUAL FOR TEACHING**  
**PRACTICUM**

***School Counseling Department***

***SCED 517 – Practicum in Classroom  
Instruction***

**2017 – 2018**

**Lewis & Clark College**

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## **A: Opening Letter**

To the School Mentor/Supervisor:

We appreciate your willingness to serve as a school mentor/supervisor for our practicum student from the program, in School Counseling at Lewis & Clark College. The students are just beginning and need these opportunities to gain classroom management skills in the classroom. With the team approach between you, the practicum student, and the Lewis & Clark Supervisor, we trust that the experience will be a positive and productive one for all involved. We understand how busy your schedule is, but request that you take the time to read through the next few pages to assure agreement about the objectives, procedures, and attitudes that will make the practicum process a successful experience. Lewis & Clark **requires** a copy of your **resume** to be submitted to the placement office each year.

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## **B. Practicum Information and Hours Required**

The 517 Practicum is designed to fulfill the practicum requirements set by Teacher Standards and Practices for school counseling licensure for those entering the specialization without teacher certification. This experience will prepare prospective school counselors to work and teach collaboratively with educators. Students will study lesson planning and preparation, creating and managing the classroom environment, effective teaching practices, and differentiation to meet the needs of a diverse student body. Students will explore the roles and interaction of staff, students, and parents in a learning community. Practicum participants will become familiar with the variety of school -based resources designed to promote student success in the classroom.

Students are required to spend **100 hours per semester** in a school setting. The practicum experience will end the last week of April. Students will partner with a mentor teacher to support instruction in the classroom and observe throughout the school. Together they will map out a plan that meets the course guidelines and TSPC requirements for a unit of study that will be taught, assessed, analyzed as a formal work sample. The work sample lessons can be presented to the whole class or a small group and can include an aspect of the guidance curriculum, if this supports the academic subject matter, or academic subject matter, whichever is more appropriate.

It is important that students preparing to be counselors in schools need to understand life in the classroom and throughout the school to support student success. Counselors need to be able to plan and teach counseling curriculum, and develop skills in classroom management. Counselors need to be able to plan, deliver, and facilitate effective instruction and to assess student performance in order to enhance a student's social, emotional, and academic growth.

Students will observe and assist in your classroom, and complete the following:

### **FALL:**

- Letter of Introduction
- School Profile
- Class Profile
- Discipline Problem Student Profile
- ELL Student Profile
- Special Education Profile

### **SPRING:**

- Racial Autobiography
- Invisible Student Profile

- Follow up Student Profile fall
- Effects of Poverty Profile
- Effects of Poverty
- Work Sample

During the fall, students are expected to begin the practicum by observing their mentor teacher and having an open dialog of the classroom and practices observed. It is vital that they actively participate in the classroom and experience all aspects of daily life. Students are encouraged to begin working individually and in small groups as soon as they are comfortable with the routine. Teaching small group lessons under the direction of the mentor should begin when you are comfortable that the student is ready to assume the responsibility. We encourage all students to teach as many lessons as possible to gain experience and build good skills throughout the year. Teachers should offer frequent feedback to help the student develop to his/her full potential. Students will work with you to develop and teach a work sample in your classroom during the second semester.

In April students will turn in their work sample that will consist of:

- Lesson Plans (including their teacher prepared materials)
- Artifacts from actual teacher experience (videos, photos, student work, student examples, etc.)
- Analysis, assessment, and self –evaluation
- Evaluation by Mentor
- Presentation to class

The practicum supervisor will visit the classroom twice each year, once during the fall and once in the spring. The fall visit will allow the supervisor to tour the school, see the classroom, meet you, and answer any questions you may have regarding this practicum. During the spring visit the practicum supervisor will observe a lesson taught by the practicum student and offer feedback. Teachers should contact the practicum supervisor at any point if questions or concerns come up.

It is suggested that students keep a journal of their experience at the site and include observations, questions for the classroom teacher, student notes, etc. We encourage you to set up a time at least twice a month to have a conversation with the practicum student about these notes. An open dialog will be very helpful for student learning.

When possible, we would like students to have the opportunity to participate in:

- Team meetings
- Staff meetings and professional development activities
- PLCs and/or data team meetings
- School staff development opportunities
- Parent conferences and/or routine parental contacts
- Teacher Assistance Team meetings
- Special Education meetings

Our goal throughout this practicum is not to create a teacher, but a skilled counselor who understands the teaching component. Thank you in advance for your participation as a mentor teacher, your expertise is greatly valued.

### **C. The Role of the School Mentor/Supervisor**

This experience is a practicum, not student teaching. The practicum student will be in the classroom one day per week and will never take over the classroom without the teacher present. They are encouraged to teach whole group lessons in the spring to gain experience and classroom management skills that they will use in their future counseling jobs.

The school mentor supervisor plays two major roles:

- 1) Teacher – for example: imparting a new knowledge; demonstrating skills with practicum student has a range of experiences; and then providing feedback about what happened and why.
- 2) Consultant – respond to questions the practicum student might have regarding approach/technique, style, process, etc.; emphasis on professional commitment and improvement.

Some guidelines to follow in achieving internship goals:

- 1) Acquaint your student with the culture and norms of the school. This includes understanding the professional relationships with supervisors, peers, support staff, and related agencies.
- 2) Provide appropriate experiences for the your practicum student.
- 3) Assist practicum student in understanding and practicing classroom management skills.
- 4) Meet, as necessary, to debrief situations.
- 5) Provide regular feedback to the practicum student about what he/she is observing and doing. We suggest meeting at least every other week. Complete and go over the evaluation at the end of the semester.
- 6) Review and sign off on the Practicum Hours Log spent in direct and indirect service.
- 7) Continually be aware of the practicum student's needs.
- 8) Meet once in the fall with the Lewis & Clark practicum supervisor and the practicum student together.
- 9) Provide back-up personnel to assist with the mentoring if you are not available.
- 10) Discuss the limits of confidentiality during your first meeting with the practicum student.

- 11) Provide opportunities for the practicum student to observe other teachers in your grade level and building so they may gain additional classroom management ideas.

#### **D. School Mentor/Supervisor Responsibility Checklist**

- 1) No later than one week after placement of the practicum student at your site provide a signed pre-agreement to your intern who will deliver it to the school counseling office.
- 2) Within the first two weeks of placement the student will provide you with a copy of the mentor handbook. Please review this handbook with your Lewis & Clark student. The student will then set up a meeting with the practicum supervisor. The supervisor will meet you and the student at your school site.
- 3) Meet face-to-face twice each month with your student.
- 4) At the end of the year complete the **School Counseling Practicum Student Evaluation Form** to indicate your professional assessment of the practicum student's demonstrated knowledge, skills, and competencies in meeting objectives defined by TSPC. Review this with your student.
- 5) At the end of each semester review with the **Practicum Hours Log** with your student and sign.
- 6) Provide experiences for your student to job shadow you and other key faculty members.
- 7) Provide your student with experience in co-leading and leading individual, classroom, and small group activities. Provide feedback to practicum student based on your observations.
- 8) Provide your student with teacher manuals, materials, year plans, books, etc. that they will need to prepare and teach lessons in the classroom.

## **E: Practicum Student Activity Responsibilities**

Your practicum student will provide you with a list of activities and experiences required during the semester. They will keep track of their hours and ask you to review and sign off on the **Practicum Hours Log** at the end of each semester (December and April).

## **F: Communication and Evaluation**

You are encouraged to communicate with the Lewis & Clark College practicum supervisor (L&C supervisor) as frequently as you think is appropriate, by telephone, e-mail, or personal conference. These students are just beginning the program. We will carefully place them at their sites; but instances may occur where a plan for correction may be required. We hope, with open communication from the start between the school mentor/supervisor and the L&C supervisor, this will not be an issue. The counseling faculty will be fully supportive of the school mentor/supervisor and the practicum student in arriving at the most favorable solution for all. We want this experience to be beneficial and enjoyable both you and the practicum student. Therefore, please notify the L&C supervisor as soon as you determine there is a reason for concern.

## **G: Finally. . .**

For all your efforts, you will:

- a) receive the heartfelt appreciation of your student, the School Counseling faculty, and all future counselors;
- b) send a well-trained counselor into the schools;
- c) have the option to do it all again!

The Lewis & Clark Supervisor will:



- a) arrange a minimum of one visit in the fall to establish a relationship with you and your practicum student, find out how the internship is progressing, and provide assistance as needed;
- b) give support, guidance, feedback, suggestions as appropriate or requested;
- c) arrange a spring visit to observe the practicum student teaching a whole group lesson and provide feedback for the student to include in their work sample.

## **I. Possible Procedures for Practicum Student and Teacher**

### **Procedures to teach, model and practice in the Classroom**

- How/when to ask questions how to line up
- When it is appropriate to get out of seat, and when it is not
- How to signal for teacher's attention
- Late entrance procedures
- School/classroom discipline plan
- Classroom rules and expectations
- How to head your paper
- Appropriate work quality
- Use of classroom centers
- How you will return materials
- Grading procedures
- Use of spare time
- Passing out papers and supplies procedures
- Turning in and passing back papers
- Late work policy
- How you expect students to organize their work and work area
- How you will signal for their attention
- The difference between individual work time, partner work time, group work time (talk during seat work...when silent, when to use whisper voices)
- Homework policy
- How you encourage student participation in class
- End of day dismissal routine
- Housekeeping matters: (Lunch, attendance, record keeping, homework log, etc.)

### **Mentor Teacher Observations, procedures**

- Lesson plan book and procedures
- Staff meetings
- Team/PLC meetings
- Committee work
- Parent communication
- Management of student papers
- Telephone etiquette/procedures
- Lunch and breaks

- Plan time: use of, interruptions of, expectations
- Observations by administration
- Duties
- Individual Education Plans and special education meetings
- Differentiation for all students
- Active participation of students
- Style of disseminating information: lecture, discussion, etc.
- Use of technology tools
- Support staff in classroom
- Use of parent volunteers