

Teacher Candidate and Mentor Collegiality															
The teacher candidate accepted suggestions and constructive feedback from the mentor teacher.	4	4	4	4	4	4									
The teacher candidate followed the class procedures created by the mentor teacher.	4	4	4	4	4	4									
The teacher candidate assumed responsibilities assigned by the mentor teacher.	4	4	4	4	4	4	*Scale: 4 = Highly Effective/very well; 3 = Effective/well; 2 = Minimally Effective/adequately; 1 = Ineffective/poorly								
<b>College Supervisor</b>															
The college supervisor provided a mentor packet.	4	4	4	4	4	4									
The college supervisor was available if/when needed.	4	4	4	4	4	4									
The college supervisor had a professional demeanor.	4	4	4	4	4	4									
<b>College Program</b>															
The student demonstrated an understanding and support for student literacy development.	4	4	4	4	4	4									
The student demonstrated an understanding and support for students with special needs.	4	4	4	4	3	4									
The student demonstrated an understanding and support for cultural awareness and cultural diversity.	4	4	4	4	4	4									
	4	4	4	4	3.88888889	4									
What is the most significant strength observed by NNMC student(s) of the College of Education Teacher Preparation Program?															
- Lesson Planning and lesson plan was amazing															
- independent															
- professor guided															
- incorporated technology															
What is the most significant area of concern observed by NNMC student(s) of the College of Education Teacher Preparation Program?															
NONE															
time management															
give longer student response time															
Feedback:															
I was in the ALP program 13 years ago and is has evolved a great deal. NNMC is producing highly effective teachers.															