

Elementary Education: Winter/Spring, 2010

National College of Education
National-Louis University

MAT Practicum II/ Student Teaching Handbook

Master of Arts in Teaching, Elementary Education

Chicago
Elgin
North Shore
Lisle
Wheeling

National College of Education
National-Louis University

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NCE Conceptual Framework

A Professional Community Advocating for All Learners

NCE Faculty and candidates use scholarly habits of mind and methods of inquiry in order to affect P-12 student learning by:

- Envisioning, articulating, and modeling democratic and progressive education
- Designing powerful learning environments that:
 - integrate appropriate technologies
 - utilize multiple meaningful assessments
 - enable self-directed learning
- Working collaboratively in diverse communities and with diverse learners to achieve learning goals
- Advocating for democratic values, equity, access and resources to assure educational success for all

NCE Faculty and candidates continuously demonstrate a high standard of professional ethics by:

- Cultivating curiosity and excitement for learning in themselves and others
- Respecting and learning from other peoples, cultures, and points of view
- Demonstrating a caring attitude in recognizing the needs of others and acting to promote their growth
- Acting with confidence and self-knowledge to assume professional leadership roles and responsibilities
- Using information from self and others to continuously improve

A Message to the Teacher Candidate

Welcome to one of the most important and exciting phases of your career - Student Teaching. This experience will support your transition from being a teacher education candidate to becoming a professionally certified teacher. As Elementary Education Faculty, we understand the demands of this experience and are excited and confident knowing that you are ready to take on this task. We look forward to supporting you and helping you to continue to become a high achieving professional. We also hope to model the highest principles of progressive education that you will provide to those you teach now and in the future.

The Linked Practicum II/Student Teaching Experience

The Student Teaching experience actually begins in Practicum II. Candidates complete a minimum of 50 hours with one teacher in one classroom during the quarter they are enrolled in this class. In most cases, the Practicum II elementary or middle level classroom will be the site where the MAT candidates complete the Student Teaching experience in what is referred to as a linked placement.

Theory and practice come together in the Practicum II experience as teacher candidates lay the groundwork for their Student Teaching experience. Candidates will be expected to plan and teach a minimum of four [4] lessons while in the Practicum II classroom and will be observed while teaching at least two lessons by a university supervisor.

Student Teaching Orientation

The purpose of the Student Teaching Orientation is to present a general understanding of the requirements of Student Teaching, as well as to give you some ideas as to how to begin the experience. This session takes place during one of the Practicum II seminars. Information presented at orientation may also be found on our website (www.nl.edu/elemed). Students who are not taking Practicum II prior to the Student Teaching term need to contact their academic advisor for current Student Teaching information.

On Campus Student Teaching Seminars

There will be five seminars during the quarter when you student teach. The syllabus and course schedule will be shared during the first seminar. It is also important that you check your NLU email account a few weeks before your Student Teaching is scheduled to begin. Generally, seminars are held every other week. Candidates need to let their cooperating teachers know the schedule for the seminars. Seminars are generally scheduled from 1:00-3:30 p.m., and attendance is mandatory. Seminars offer many learning opportunities and are forums for sharing ideas and challenges from the field. Important information about job applications and the procedures for attaining certification will be discussed.

Length of Student Teaching

Student Teaching is a quarter-long experience. Student teachers typically spend 11-14 weeks in the classroom, depending on their placement school district calendar. Seminars meet on a regular basis across the weeks of the experience.

The end of the Student Teaching term is determined by the University and is published on the website at www.nl.edu/elemed. Your seminar leader will provide additional information.

Practicum II/Student Teaching Requirements

1. **Professional Demeanor:** The faculty in Elementary Education is dedicated to preparing skilled, caring future classroom professionals. Teacher candidates must demonstrate behaviors that support their own professional development as well as the high achievement of children in the classroom. These behaviors and dispositions must demonstrate commitment to high academic, professional, and ethical standards which includes wearing appropriate professional attire for school settings.
2. **Teacher Work Sample – (TWS):** NLU requires that each teacher candidate will create a minimum of one formal Teacher Work Sample to be taught during Student Teaching. The TWS will vary in length, content, and type depending on the specific classroom assignment. The TWS is begun in Practicum II and finalized in Student Teaching. **The TWS must contain a minimum of ten lessons.** Teacher candidates are encouraged to integrate the design of the TWS with several subject areas and the arts as appropriate. Overall goals, expected outcomes and content must be discussed with and approved by the cooperating teacher and supervisor prior to teaching. This specific template will be presented during the ELE510 Practicum II seminars.
3. **Competency Appraisals:** Teacher candidates should be thoroughly familiarized with the Competency Appraisal. This documents progress in important skills of teaching and constitutes an important part of the Student Teaching grade. In Practicum II and Student Teaching, the teacher candidate/student teacher, university supervisor, and cooperating teacher each fill out an online Competency Appraisal. Instructions for filling out the online Competency Appraisals are included in this handbook.

In Practicum II, the Competency Appraisal is filled out at the end of the experience. The teacher candidate collects the signed, hard copies of the Competency Appraisals and turns them in to the seminar leader.

In Student Teaching, the Competency Appraisal is filled out once at midterm and again before the final meeting between the student teacher, cooperating teacher, and university supervisor. The midterm Competency Appraisal may be used to set goals for the remainder of the Student Teaching experience. The student teacher is responsible for collecting signed hard copies of the midterm and final Competency Appraisals and for turning them in to the seminar leader at the exit.

4. **Electronic Portfolio in LiveText:** During Practicum II and Student Teaching, teacher candidates will continue to add work to their electronic portfolio. Student teachers may also want to develop and polish a professional portfolio as an item which documents professional growth and competencies.

Student Teaching Requirements

1. **Attendance: Daily attendance at school is mandatory.** Student teachers are expected to be at school all day every day that teachers are expected to be in attendance. Student teachers follow the school calendar rather than the university calendar for holidays. The end of the Student Teaching experience is established by the university and is published each term on the website at www.nl.edu/elem.ed. Appropriate arrival and departure times

should be discussed with the cooperating teacher and the university supervisor. Additionally, since meetings are part of the real world of schools, one should attend all those that the cooperating teacher attends: grade level team, staffing, district, and faculty.

If a student teacher must be absent from school at any time, for illness, religious observances or personal matters, the professional responsibility is to immediately contact the cooperating teacher and supervisor. The seminar leader should also be made aware of any absences. Please note that after three days of absence, arrangements to make up missed days **must** be discussed with the cooperating teacher, university supervisor and the seminar leader.

2. **Reflective Journal:** The purpose of maintaining a reflective journal is to provide an important record of your growth and to give your supervisor a greater understanding of what you are experiencing. Your supervisor will discuss his/her expectations regarding content and format of the journal. Journal prompts are often provided by supervisors. Your supervisor would appreciate knowing how the structure of the journal might best serve your needs.
3. **Daily Planning:** As a beginning teacher, development and competency in lesson planning is essential for teaching effectiveness and meeting goals. Teachers build lessons around relevant student experiences to encourage optimum student achievement and engagement, to support student independent thinking, and to develop student interest and love of learning. Please keep the following in mind:
 - a. The university requires that candidates generate a formal lesson plan for every lesson taught (excluding some brief, daily, routine activities). This starts with the very first lesson. The specifics of lesson planning should be discussed with one's supervisor and cooperating teacher. The required lesson plan format is provided in this handbook.
 - b. The cooperating teacher must review and initial each plan to signify approval and give you feedback before and after the lesson.
 - c. Student teachers are required to give supervisors a copy of the lesson plan for every lesson that is observed.
 - d. During observation visits, supervisors will ask to review plans for **all the lessons** that have been planned and implemented, so please collect and organize them in a way so they can be easily retrieved. Maintaining a notebook [3-ring binder] of lesson plans is suggested.
4. **Video/Audio Tape:** Student teachers are required to tape a lesson of one's own choosing [usually during week 7 or 8]. The format of the assignment will be handed out and discussed in the first seminar. The NLU supervisor documents this analysis. In seminar, student teachers share perspectives of this experience. Student teachers are encouraged to do more than one video and consider including it as a part of the electronic portfolio. If the school does not allow taping, discuss this with your supervisor.

The Supervision Process

Practicum II

1. **Practicum II Introductory Meeting:** This is an introductory visit that should take place during the first two weeks of the term. The purpose of this visit is to get acquainted, ensure that NLU expectations are understood by all, and for questions to be answered. At this time, supervisors and teacher candidates should arrange the first date for a formal supervision visit.
2. **Two Formal Observations:** These observations each include a brief pre-observation conference, a 30-60 minute observation of the teacher candidate teaching a lesson, and a post-observation conference with the teacher candidate and the cooperating teacher.
3. **Student Teaching Introductory Meeting:** The purpose of this visit is to discuss the Practicum II experience, to explain the transition from Practicum II to Student Teaching and to ensure that the NLU expectations of the Student Teaching experience are understood by all. At this time, supervisors and teacher candidates should arrange the first date for a formal supervision visit. In a linked Practicum II/Student Teaching experience, this introductory visit should take place at the end of Practicum II.

Student Teaching

4. **Two formal observations:** These are similar to those that took place during earlier practicum experiences. Student teachers need to present a printed copy of a lesson plan to the supervisor before each observed lesson. A pre-conference typically allows for discussion of areas where the student teacher would like feedback and what the supervisor should know about the lesson. You may also want to discuss other areas of management, teaching, assessment etc. After each observation of your teaching, supervisors will set up a conference with the student teacher and with the cooperating teacher (if possible) to discuss the experience and set goals. The first two observations should be scheduled evenly during the first half of Student Teaching.
5. **Mid Term Evaluation Conference:** This is held at the school near the middle week of the experience. This is a three-way conference with the student teacher, supervisor, and cooperating teacher. Prior to the meeting, each needs to complete the online *Competency Appraisal* to assess and document the progress of the student teacher. At the conference, these will provide the basis for a discussion of the student teacher's development thus far. This is an appropriate time to set written goals for continued professional development during the remainder of the experience.
6. **Final two formal observations:** The same process as the first two observations is followed. These should be scheduled evenly during the second half of Student Teaching.
7. **Final Evaluation conference:** This is also held at the school. The same procedures as mid term conference are followed – three-way conference, competency appraisals completed in advance, with discussion of success and development during the experience. The supervisor will ask the cooperating teacher for input on a grade for Student Teaching.

Exit Interview: This is held at NLU with the student teacher, the supervisor, and the seminar leader. The goal is to discuss the Student Teaching experience, including the electronic portfolio,

the competency appraisals and university requirements. The supervisor will offer input into the grade. The seminar leader determines the grade for Student Teaching considering all elements.

Student Teaching Stages

Please understand that you will not be doing everything that your cooperating teacher does right at the start; rather, you will be taking on teaching responsibilities gradually. The following is a **sample** ‘take over’ plan to consider:

Weeks 1 - 2: This is the ‘*Getting to Know Everything*’ phase: the children, your cooperating teacher and other faculty and administration, daily schedule, classroom curriculum, school and district standards.

This is a time to ask lots of questions, to ensure a successful Student Teaching experience. In this classroom, just as in the practicum classrooms, feel free to ‘jump in’, or ask to do anything that seems appropriate. It is always recommended to first check with the cooperating teacher.

Consider ideas for the Teacher Work Sample and begin jotting down anecdotal information about the children while thinking about how to assess and evaluate learning. This could be a time to lead a literature discussion group or teach math practice sessions.

This would be the time to work out a takeover schedule with the cooperating teacher. The supervisor should have a copy as soon as possible.

Note: This stage may be longer in a fall Student Teaching placement due to the need to establish routines and develop community at the beginning of a school year.

Weeks 2 - 4: This is the “*Gaining Confidence*’ phase. Begin taking responsibility for teaching in one or more content areas as well as other teacher responsibilities [e.g., escorting the children, planning and making bulletin boards, checking homework].

Weeks 5 – 10: This is the “*Fine Tuning*” phase. Continue to assume more responsibilities until taking over all of the classroom teaching. Sometime during weeks 7-10, student teachers must assume **Full responsibility** for everything that happens in the classroom. Student teachers are required to have full responsibility for **a minimum of 10 consecutive days**. We strongly encourage student teachers to do more, if possible.

Weeks 10 – end: This is the *Transferring Back*” stage. Gradually return responsibilities for teaching back to cooperating teacher, following a reverse process.

For the Student Teacher

Theory and Practice are two concepts that are closely linked. These should be second nature to student teachers during this capstone experience. Student teachers should continue to keep in mind the pragmatics of how theory and practice are experienced in school communities, how schools and districts, state standards, goals, and tests, and cultural and political factors influence the decisions that are made while interacting with children, families, colleagues, and the community.

Student Teachers and Cooperating Teachers have an essential relationship to develop as fully as possible. It is critical to communicate on a consistent basis, before school, during school, and after school. This can be challenging as time is always at a premium. Student teachers will need feedback for collaborative learning, methods of teaching and assessment, and use of state standards, school protocol, lesson ideas, and much more.

In addition to one-on-one dialogues or team meetings, it is important to have genuine, meaningful communication with the cooperating or mentor teacher. Some will ask student teachers to write questions or continue discussions by e-mail.

Constant communication plays a major role in all relationships and is extremely important in this experience. For example, ask questions for clarification, no matter what the issue might be. Whether it is about a lesson plan, goal setting, or a puzzling remark heard, it is important to understand expectations clearly. Mentors understand the limited experience student teachers often bring, but can best help when asked. This also lets them know how highly motivated the student teacher is.

*Please note that student teachers **may not serve** as a substitute teacher. If the cooperating teacher is absent, the school must arrange for a qualified substitute teacher to be in the classroom at all times.*

For the Cooperating/Mentor Teacher

A major purpose of Student Teaching is to provide the student teacher with concrete experiences to help in the development of a realistic perception of self in the professional role of teacher and in appropriate relationships with others within the school organization. In this critical role, the cooperating teacher must hold a standard state certificate or license in the grade level or middle level content area being taught and have a minimum of three years of experience prior to working with a teacher student teacher.

We ask that cooperating teachers become familiar with the Student Teaching requirements as described in this handbook and assume the following responsibilities.

1. Provide oral and written feedback to the student teacher on planning.
 - a. Articulate the school's program goals and assist the student teacher in creating appropriate learning experiences.
 - b. Review and approve, by initialing, all lesson plans in advance of instruction. We recommend that this be done with enough time for the student teacher to make suggested changes.
 - c. Discuss, and assist if possible, in the development of the Teacher Work Sample.
 - d. Progress from team planning to monitor the student teacher's individual planning.
 - e. Invite the student teacher to participate in department planning sessions, faculty meetings and professional conferences.
2. Provide oral and written feedback to the student teacher on instruction.
 - a. Observe delivery of instruction on a daily basis. Give specific feedback on strengths and areas for growth in post-observation conferences and written commentaries. Discuss alternative strategies and techniques that have been successful as well as those that have not.

- b. Demonstrate effective teaching and assist the student teacher in analyzing its effect on learning.
 - c. Encourage the student teacher to develop a personal teaching style and to discuss self-evaluations and reflections.
3. Maintain regular contact with the university supervisor.
 - a. Whenever possible attend the three-way post-observation conferences with the student teacher and the university supervisor.
 - b. Discuss student teacher development with the university supervisor on a regular basis.
4. Evaluate the student teacher.
 - a. Complete the online midterm and final Competency Appraisals with comments in advance of evaluation conferences. Note any concerns or goals on the midterm, if appropriate.
 - b. Discuss insights regarding the student teacher's abilities and professional competencies in the classroom with the student teacher and the university supervisor.
 - c. Assist the student teacher in the design and development of the Teacher Work Sample.

In an effort to welcome and support the student teacher, experienced cooperating teachers have offered the following suggestions:

- Put the student teacher's name on the classroom door.
- Assign adequate workspace for the student teacher's use.
- Introduce the student teacher to the parents through a newsletter.
- Introduce the student teacher to school/district staff as a co-teacher.
- Give the student teacher a tour of the school building.
- Explain school and classroom organization and their underlying philosophies.
- Provide a copy of the class schedule, school calendar and work time expectations.
- Acquaint the student teacher with daily routines and procedures.
- Involve the student teacher with the students right away.
- Exchange phone numbers, email addresses.
- Set up daily/weekly conference times.
- Establish a takeover schedule.
- Share specifics about management expectations.
- Aid the student teacher in utilizing strategies for understanding the learning styles and needs of the students.
- Discuss student data and what information is available and under what conditions or circumstances.
- Promote reflection on the multiple and complex decision-making activities.
- Encourage the student teacher's development of self-evaluation and reflection skills.

For the University Supervisor

The university supervisor is the most direct link between the student teacher, the school and the university. The role of the university supervisor in the student teacher's development carries three major responsibilities.

1. Encourage and facilitate the professional growth of the student teacher.

- a. Help your student teacher integrate theory and practice and develop self-analytical skills to become a critically reflective practitioner.
 - b. Explain specific journaling schedule and formats and university requirements for lesson planning and Teacher Work Sample development. Outline the takeover schedule.
 - c. Review the tape analysis assignment.
 - d. Observe and conference with your student teacher and the cooperating teacher in order to assist in the analysis of the teaching/learning process.
2. Evaluate the student teacher's performance.
 - a. The university supervisor has an important role in the assessment of the student teacher. Evaluate your student teacher holistically in consultation with the student teacher, the cooperating teacher and others when necessary, to determine the level of competence in the classroom. This needs to be communicated to the seminar leader throughout the experience.
 - b. Maintain records of compliance with all NCE/NLU requirements for Student Teaching.
 - c. Recommend a final grade for Student Teaching to the seminar leader at the end of the exit interview.
3. Serve as liaison between NCE/NLU and the local school.
 - a. Work collaboratively with your student teacher, the cooperating teacher and school administrators.
 - b. Interpret the Student Teaching program and policies to and serve as a resource person for all school personnel.
 - c. Work collaboratively with the seminar leader to support the success of the experience for the student teacher.

Responsibilities

The cooperating teacher is responsible for fulfilling the following requirements:

- Provide written and oral feedback on planning.
- Provide written and oral feedback on instruction.
- Conduct daily and weekly conference with the student teacher.
- Approve all lesson plans in advance of teaching.
- Approve topic for Teacher Work Sample.
- Maintain regular contact with the university supervisor.
- Complete midterm and final Competency Appraisal with comments.

The university supervisor is responsible for fulfilling the following requirements:

- Conduct one introductory visit, preferably at the end of Practicum II.
- Complete four observation/conference visits and written reports from each experience.
- Arrange for and participate in two evaluation conferences with the student teacher and the cooperating teacher using the online Competency Appraisals.
- Verify the student teacher's professional demeanor, attendance, journaling, tape analysis and daily planning.
- Assist in the development of the Teacher Work Sample.
- Attend and participate in the exit interview with the seminar leader and student teacher.

The seminar leader is responsible for fulfilling the following responsibilities:

- Discuss Student Teaching and other NCE/NLU policies.
- Assist in the development of the Teacher Work Sample
- Assign and discuss tape analyses.
- Provide certification information.
- Host exit conference.
- Assign the final grade after consultation with the university supervisor.

Evaluation

Inasmuch as Student Teaching is comprised of many parts, the assessment of this experience is a holistic and cooperative process, both formative and summative in nature. It encompasses various components as described below. The seminar leader will be responsible for assigning the grade for this experience, and will be detailed in the syllabus for Student Teaching ELE 470/590.

Achieving Competency in the Classroom

Regular and ongoing communications among the student teacher, the cooperating teacher and the university supervisor is the primary method of assessing continuous professional growth in the classroom and in the broader educational community. The Competency Appraisal is an evaluation implement used to measure this growth. This form provides indicators of those skills considered important for effective teaching and includes anecdotal comments to support the performance levels.

The student teacher, the cooperating teacher and the university supervisor each complete a separate Competency Appraisal midpoint in the Student Teaching experience. These performance indicators and comments serve as a diagnostic tool to identify strengths and areas for continued development. The same form is completed at the end of the Student Teaching term to serve as a summative evaluation of classroom performance. The selected indicators and comments are shared and discussed during the scheduled midterm and final three-way conferences at the school site.

Meeting NCE/NLU Requirements

Contributing to the evaluation of the Student Teaching experience is appropriately fulfilling all university requirements as outlined in the beginning of this Handbook. The university supervisor maintains records to verify instruction, daily planning, TWS planning and implementation, journaling, tape analysis, assessment, professional demeanor and attendance. These documents are presented to the seminar leader at the exit interview.

In addition, all student teachers are required to complete an electronic portfolio as part of the Elementary Education program requirement and is a requirement of Student Teaching. This electronic portfolio must be housed in LiveText.

Final Grade for Student Teaching

The final grade for Student Teaching is determined by the seminar leader after consultation with the university supervisor. Grades must be supported by the observation notes and Competency Appraisals. The syllabus for ELE590 will provide more specific information and requirements for grading.

REVIEW PROCESS/REMEDIATION PLAN

For Elementary Education teacher candidates experiencing difficulties

When difficulties arise in the classroom, the university **supervisor**, cooperating **teacher**, and **student** meet to discuss the concerns. This could be initiated at the request of the teacher candidate, the cooperating teacher, the university supervisor, or the school principal.

This process is used to openly discuss any concern[s], provide assistance, and facilitate a decision regarding the concern[s].

In some situations, a student teacher might proceed directly to Step 2 or 3, depending on the situation.

STEP 1 – Classroom Level – School

A specific, written remediation plan will be developed that clarifies the nature of the concern[s], the agreed upon outcome[s], and the timeline for implementation. Most difficulties can be resolved at the classroom level through open, professional levels of communication. A copy of the written remediation plan is submitted to the seminar leader and to the Program Coordinator. The remediation plan becomes part of the student's record at NCE.

Occasionally a principal requests that a student teacher be removed from a field placement. In such cases, the university supervisor should attempt to implement STEP 1. If STEP 1 is not possible, the matter moves to STEP 2 or STEP 3 depending upon the nature of the concern[s].

STEP 2 – Classroom Level – University

If the matter remains unresolved or intensifies, or is not able to be resolved without intervention from the university, the university **supervisor**, the cooperating **teacher**, the **student teacher**, and the seminar **leader** discuss the concern[s], relevant information, and documentation. In some cases the **principal** may also be involved. Prior to a decision, an additional observer [the seminar leader or another supervisor] may be asked to complete an observation to contribute to the record. A decision will be made regarding continuation in the current placement.

Option A – The student teacher will continue in the current placement.

A new written remediation plan will be developed that outlines the continued concern[s], the agreed upon outcome[s], and the timeline for implementation. The impact of the problem[s] on the grade for the field experience will be discussed and documented in writing by the seminar leader. The seminar leader will inform the BA or MAT **program coordinator** about the concerns raised in this situation and send a copy of all written documentation. The **department chair** will receive a copy of the remediation plan.

Option B – The student teacher will be removed from the current placement.

If the matter warrants a change in placement or other action, the matter is referred to the program coordinator and moves to STEP 3. The **seminar leader** will forward the concerns to the BA or MAT **program coordinator**. The program coordinator will notify the academic **advisor**, the **Clinical Placement Office**, the **department chair**, and the **dean's office** in writing of the student teacher's removal from the placement.

STEP 3 – Program Level

When the matter is referred to the program coordinator, the student teacher, the university supervisor, the seminar leader, and the program coordinator will meet and discuss the concern[s], relevant information, and all documentation. This discussion must occur within 5 days of the notification of removal by the seminar leader. A decision will be made regarding the options available to the student teacher. The student teacher will be notified of the Program Level decision in writing within 5 days of the meeting. The program coordinator will also notify the academic advisor, the Clinical Placement Office, the department chair, and the dean’s office of the decision in writing.

Option A – If there were special conditions or situations that may have encumbered the student teacher there are two possible avenues:

1. The student teacher is assigned to a new placement during the same quarter if time permits. Time constraints include time to locate a new placement as well as sufficient time in a new placement for the student to assume teaching responsibilities as required by the program and certification guidelines. New placements are secured in consultation with the Clinical Placement Office.
2. The student teacher will be given an “In-Progress” contract for the quarter that will stipulate the conditions of remediation for receiving a new placement during a later quarter. New applications for placement are required. Placements are arranged by the Clinical Placement Office.

Under no circumstances will the teacher student teacher be placed in more than 2 classrooms. The second placement, if granted, would be considered a final placement.

Option B – If it is the combined judgment of the university supervisor, the seminar leader, and the program coordinator that the student teacher is unable to assume the roles and responsibilities of a classroom teacher, the student teacher will not be assigned another placement. The student teacher will be given a grade of N [No Credit] and advised to reconsider career goals. This automatically makes the student teacher ineligible for continuation in the program and terminates progress toward certification.

STEP 4 – College Level

Student teachers who wish to appeal the decision at STEP 3 must submit a petition to the appropriate Undergraduate or Graduate Admission and Retention Council within 15 days of the receipt of the written decision. Student teachers must contact their advisor for assistance in submitting the petition.

**ELEMENTARY EDUCATION
REMEDATION PLAN**

Date _____

Student Name _____

Degree ____ BA ____ MAT

NLU ID # _____

Course # _____

School _____ District # _____

Grade Level _____

Initiated by _____

Role _____

- Step 1 Attach written documentation
- Step 2 Attach written documentation of impact of grade for course
- Step 3 Attach copy of In-Progress Contract if offered

Brief description of the nature of the concerns
Agreed upon solution
Timeline for implementation

Signatures as required at Step Level	1	2	3
Student	●	●	●
Cooperating Teacher	●	●	
University Supervisor	●	●	●
Seminar Leader		●	●
Program Coordinator			●

Copy to Department Chair

MAT Lesson Plan Template

Name of Student teacher _____ School _____

Subject being taught _____ Grade Level _____

Date of Lesson _____ Time frame of lesson _____

<p>Connecting to Standards <i>State/District Goal(s), Standard(s), Benchmark(s)</i></p>	
<p>Learning Outcomes (Objectives)</p>	
<p>Assessment(s) <i>Formative/Summative</i></p>	
<p>Materials/References/Technology</p>	
<p>Procedures <i>Include time frames</i></p> <ul style="list-style-type: none"> • Opening • Instruction • Closing 	
<p>Differentiation <i>(Special needs, language needs, learning styles, enrichment, etc.)</i></p>	



Instructions for Completing the Online Competency Appraisals: MAT Practicum II: ELE 510

This Competency Appraisal is a tool used to assess the active involvement of the teacher candidate (the National-Louis student) with the cooperating teacher and students during the ELE510 Elementary Education: Practicum II preclinical experience. The cooperating teacher, university supervisor and the teacher candidate each complete a Competency Appraisal at the end of the experience. These Competency Appraisals help determine the course grade for the experience and become a part of the candidate's permanent record at the university.

The link to the online Competency Appraisal that will be completed in advance of the exit interview at the end of the quarter is <http://www.nl.edu/elemcap2>.

When filling out the Competency Appraisal, please indicate the level of competence attained by the candidate throughout the experience for each item. You are encouraged to use the space provided for comments.

Directions: When you complete the online Competency Appraisal, you will be asked to print a hard copy when you are finished. **These hard copies will be signed and submitted to the teacher candidate, who will then submit them to the seminar leader.**

Please Note: The appraisal cannot be saved. Please allow enough time to complete the entire appraisal in one sitting. Upon submitting this appraisal and creating a printable version, a unique URL will be created. You will be able to copy and save this URL for later reference. If you are unable to print after completing the appraisal, you will be able to use this URL to access the appraisal to print at a later time. **Please do not complete more than one Competency Appraisal.**

If you have any trouble with the Competency Appraisal, please contact Dr. Pennie Olson at (312)-261-3184 or via email at polson@nl.edu.



Instructions for Completing the Online Competency Appraisals: MAT Student Teaching: ELE 590

This Competency Appraisal is a tool used to assess the active involvement of the teacher candidate (the National-Louis student) with the cooperating teacher and students during the ELE 590 Elementary Education: Student Teaching experience. The cooperating teacher, university supervisor and the teacher candidate each complete a Competency Appraisal at the midterm and again at the end of the experience. These Competency Appraisals help determine the course grade for the experience and become a part of the candidate's permanent record at the university.

The link to the online Competency Appraisal that will be completed before the midterm meeting and again in advance of the exit interview at the end of the quarter is <http://www.nl.edu/elemcast>.

When filling out the Competency Appraisal, please indicate the level of competence attained by the candidate throughout the experience for each item. You are encouraged to use the space provided for comments.

Directions: When you complete the online Competency Appraisal, you will be asked to print a hard copy when you are finished. You will need to print a copy at the midterm, and another copy at the final. **These hard copies will be signed and submitted to the teacher candidate, who will then submit them to the seminar leader.**

Please Note: The appraisal cannot be saved. Please allow enough time to complete the entire appraisal in one sitting. Upon submitting this appraisal and creating a printable version, a unique URL will be created. You will be able to copy and save this URL for later reference. If you are unable to print after completing the appraisal, you will be able to use this URL to access the appraisal to print at a later time. **Please do not complete more than one Competency Appraisal for the midterm and one Competency Appraisal for the final exit.**

If you have any trouble with the Competency Appraisal, please contact Dr. Pennie Olson at (312)-261-3184 or via email at polson@nl.edu.