



NATIONAL  
LOUIS  
UNIVERSITY

NATIONAL COLLEGE OF EDUCATION AT NATIONAL LOUIS UNIVERSITY

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# **Master of Arts in Teaching (M.A.T.) Middle Grades Education**

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**Candidate Handbook  
Grades 5-8**

**2018 - 2019 Edition**

## NATIONAL COLLEGE OF EDUCATION

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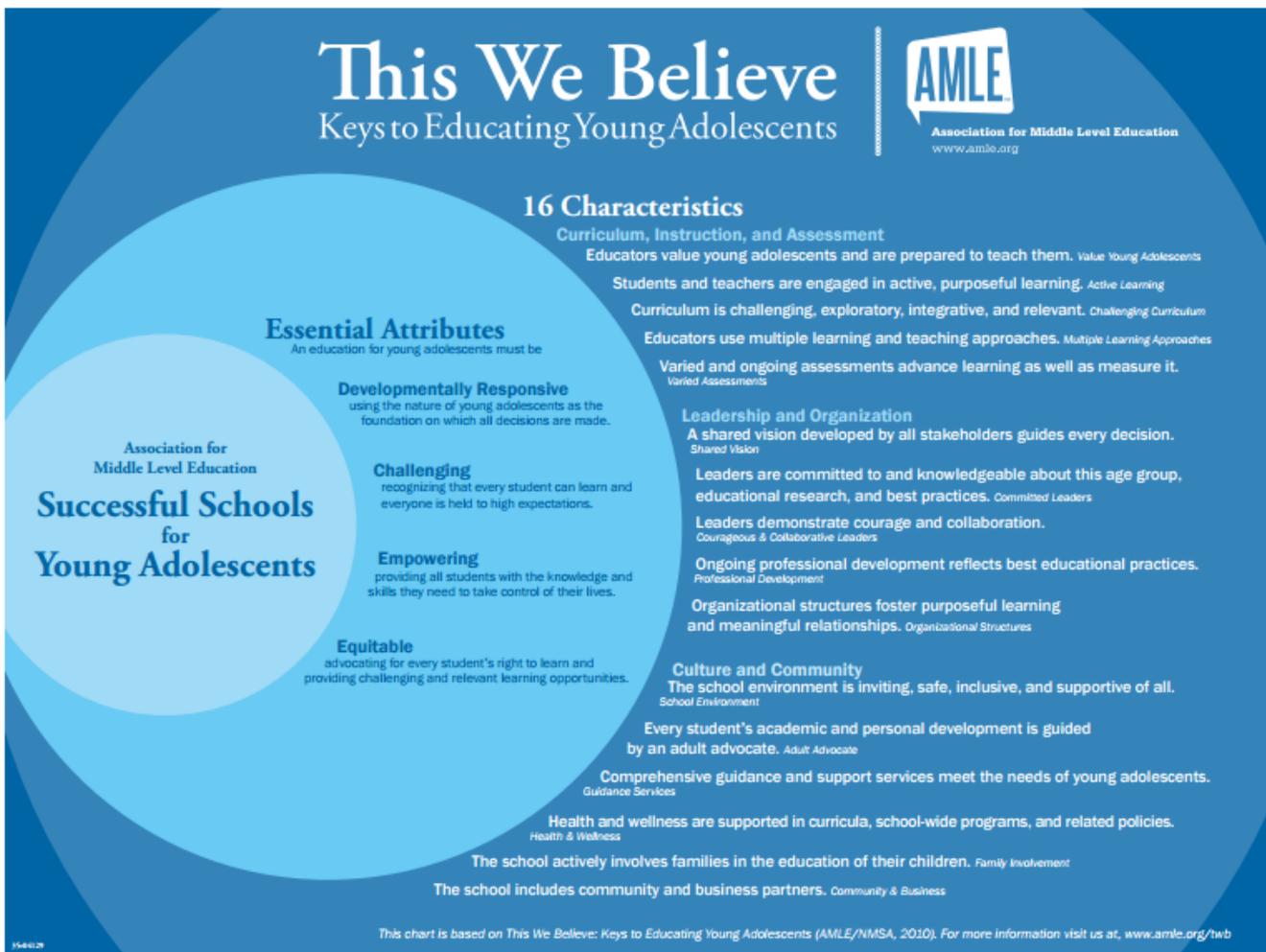
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# Welcome to the Master of Arts in Teaching [MAT] program in Middle Grades Education at National Louis University!

We are pleased that you have decided to pursue your graduate studies with us. The purpose of the Master of Arts in Teaching Middle Grades Education Program Handbook is to outline the university courses, policies, procedures, and services related to the Middle Grades Education program leading to initial teacher licensure.

The faculty of National College of Education is committed to providing a rich set of experiences that will assist candidates in becoming successful teachers. We expect this handbook to be used in conjunction with information from the university faculty, academic advisors, the Graduate Catalog, and the Student Guidebook and Calendar to guide teacher candidates and to make the journey through National Louis University and National College of Education valuable and memorable.

The focus of the MGE MAT program is on the preparation of prospective teachers who will provide learning opportunities for young adolescents with concern for them as human beings and for their unique developmental needs. Constructivist philosophy is the guiding principle of our program development, coursework, materials and instructional methods. We want our candidates to examine learning and learners in a way that will inform instructional practices. As a result, we believe that the teachers who graduate from this program will have the tools to affect positive change.



**NATIONAL COLLEGE OF EDUCATION**  
**Master of Arts in Teaching**  
**Middle Grades Education**

**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

The code of ethics for the Education Profession can be found at [www.nea.org/assets/docs/2013-NEA-Handbook-Code-of-Ethics.pdf](http://www.nea.org/assets/docs/2013-NEA-Handbook-Code-of-Ethics.pdf)

## **NATIONAL COLLEGE OF EDUCATION**

### **Mission:**

National College of Education (NCE) is a professional community collaborating with students, teachers, administrators and others advocating for all learners. For over one hundred and twenty-nine years, NCE has had as its mission excellence in teaching, scholarship, service, and professional development. NCE continues its history of innovative leadership in education in Chicago, the nation, and in other parts of the world. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners, consistent with the mission of National Louis University.

### **Philosophy and Knowledge Base:**

Building on the progressive tradition of John Dewey and our founder Elizabeth Harrison, the National College of Education continues its historical commitment to student-centered education. Our research-based, best practice programs fuse theory and practice and engage students in critical reflection and inquiry.

Through our theme of advocating for all learners, NCE programs place teacher candidates and the high school students they work with at the center of the educational process. Candidates actively construct meaning individually, cooperatively and collectively by integrating knowledge and experience within a community of learners.

### **Purposes, Professional Commitments, and Dispositions:**

The NCE professional community recognizes that the learner and the process of schooling are situated in social, historical, political, and cultural contexts. We value diversity and cultural differences among children, families, and communities, and continue our long and distinguished tradition of promoting social justice and developing democratic communities.

### **Performance Expectations:**

Reflection and inquiry provide an informed and integrated basis for advocating for all learners. Through this process, NCE students will develop the disposition, knowledge and skills to:

- Integrate theory and practice
- Help students construct their own knowledge
- Understand the contextual nature of learning
- Collaborate with students, teachers, administrators, parents, policy makers and the community at large
- Engage in inquiry
- Assess, reflect on, and critique their own knowledge, practice, school and society

*The president and the officers of National Louis University reserve the right to change the requirements for admission or graduation, the arrangement, schedule, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit, and to dismiss any student any time should it be deemed to be required in the interest of the student or the university to do so.*

*National Louis University admits students to all programs and activities and administers all educational, employment, and other policies without discrimination because of race, color, sex, religion, handicap, or national or ethnic origin.*

## **GENERAL PROGRAM INFORMATION**

## **MASTER OF ARTS IN TEACHING (M.A.T.)– MIDDLE GRADES EDUCATION PROGRAM**

The Master of Arts in Teaching degree in Middle Grades Education at National Louis University is designed for aspiring teachers who seek the Professional Educator License endorsed for content specific middle grades classrooms in grades five through eight. The program prepares future teachers to influence and improve the education of middle grade students and offer leadership in the education profession.

### **Academic Program**

The Master of Arts in Teaching (M.A.T.) in Middle Grades Education program is designed for aspiring middle grades teachers. Successful graduates will have attractive opportunities for employment as middle grades teachers. Individuals with an earned bachelor's degree in any field other than education are potential candidates.

Successful candidates may earn:

- Professional Licensure in Middle Grades Education (Grades 5-8) with the potential for additional endorsements
- Endorsements in Science, Social Science, Literacy, or Mathematics from the Illinois State Board of Education
- Master of Arts in Teaching (M.A.T.) Degree from National College of Education at National Louis University
- With additional coursework candidates may earn:
  - LBS1 Endorsement in Special Education
  - ESL/Bilingual Endorsement

### **Middle Grades Education Program Learning Outcomes**

At the Completion of the Middle Grades Education Program, candidates will be able to:

1. Articulate the unique needs of young adolescent learners based on their physical, intellectual, emotional, social, and spiritual (PIESS) development and the influences of gender, socioeconomics, culture, media, special populations (Plus+). Referred to as PIESS+.
2. Distinguish that middle grades education (MGE) is designed to support the unique developmental needs of young adolescent learners.
3. Demonstrate deep knowledge in chosen content teaching field(s) to create meaningful learning experiences that contribute to each young adolescent's competence.
4. Deconstruct the impact of media/technology/popular culture on the lives of each young adolescent learner.
5. Create and participate in joyful teaching and learning with young adolescent learners.
6. Demonstrate critical and creative thinking when working with young adolescent learners.
7. Implement responsive strategies for use within the diverse range of each young adolescent learner.
8. Integrate knowledge of the philosophical ideologies, historical development, curricular models of middle grades education, and the leaders of the middle grades movement.
9. Exhibit effective listening, oral, written and technological communication skills with young adolescents, family and community.
10. Demonstrate a commitment to being an ethical professional, an educational leader and a life-long learner.
11. Apply mindful knowledge and respect of the unique community assets and school context to maximize success for each young adolescent learner.

12. Commit to being an advocate who supports, listens and responds to each young adolescent, family and community member.

## **ADMISSIONS REQUIREMENTS**

### **Criteria for admission to the M.A.T. in Middle Grades Education include:**

1. Baccalaureate degree from a Regionally Accredited Institution
2. Passing scores on the Illinois Test of Academic Proficiency (TAP) and the Middle Grades Content Area Test
3. Three professional or academic references
4. Completion of 21 required semester hours with no grade lower than C for all general education coursework on an official transcript(s) or equivalent CLEP/Dantes tests in the following areas:
  - a. For candidates seeking MG math endorsement: 21 hours of math content
  - b. For candidates seeking MG English/LA endorsement: 21 hours of literacy content
  - c. For candidates seeking MG science endorsement: 21 hours of science content (to include coursework in each of the following areas: physical science, life sciences, earth and space sciences)
  - d. For candidates seeking MG social studies endorsement: 21 hours of social studies content (to include coursework in each of the following areas, in relation to Illinois, the United States and the world: history, geography, civics and government, and economics )

**Note:** Students may be admitted to the program with 1 or 2 general education deficiencies; these must be completed prior to participation in MGE 505 Teaching and Learning Practicum

5. Grade point average of 2.5 or better in area of licensure
6. Grade point average (GPA) of 3.0 in last 60 hours of coursework for full admission. GPAs between 2.5 and 2.9 will be considered for provisional admission on an individual basis

**Note:** All students who apply for the Professional Educator License (PEL) must pass the edTPA portfolio assessment prior to application.

## **General Student Information**

### **Credit by Examination**

NLU awards credit to candidates who achieve acceptable scores on standardized tests such as College Board's College Level Examination Program (CLEP) and the DANTES Subject Standardized Tests (DSSTs). Candidates should contact their graduate academic advisors for information about and for preapproval of testing intended to fulfill deficiencies.

### **Delivery of the Program**

The Master of Arts in Teaching degree is an Illinois approved program for initial licensure in Middle Grades Education. The Professional Educator License [PEL] earned in Illinois is a Grades 5-8 endorsement on the PEL.

The MAT program in Middle Grades Education is offered through the cohort model.

### **The Year-Long Internship Program**

The Master of Arts in Teaching Year-Long Internship Program is designed so that school-based faculty can work more directly with NCE/NLU interns in middle grades classrooms. Candidates enrolled in the MAT Year-Long Internship Program are hired by individual school districts as teaching assistants for the school year. While working in the classroom, interns complete their Practicum II observation hours and Student Teaching assignment. (The base salary and benefits are varied and determined by the individual school districts. The student teaching term is unpaid.) This program provides experience in a classroom for a full year, leading to increased understanding of the multiple roles of teachers and the socio-emotional and academic needs of children. Contact the Assistant Director of Teacher Preparation or the Director of OFE for more information about this program.

### **Academic Advising**

Academic advising is an important facet for successfully completing the Middle Grades Education MAT program. **Candidates can contact the Academic Advising Center at [graduate.advisor@nl.edu](mailto:graduate.advisor@nl.edu) or 1-800-443-5522, ext. 5900.** Once candidates have been admitted and the General Education Assessment has been completed, they will be assigned an academic advisor from the Academic Advising Center. Advising can be provided concerning:

- Meeting deficiency requirements (finding classes, monitoring progress/completion, deadlines)
- Selecting courses
- Additional endorsements (ELL, Content Fields, SPE)
- ISBE Licensure Tests
- Graduation requirements
- Licensure requirements

### **Student Guidebook**

Academic, campus, and university policies, procedures, and services of NLU are documented in the *NLU Student Guidebook*. The guidebook is available on campus through the Office of Student Affairs and at <http://nl.edu/StudentServices/studentaffairs/StudentHandbook/>.

University policies (registration, withdrawals, email, etc.) can be found in the *NLU 2018 - 2019 Undergraduate and Graduate Catalog*, which is available online at [NLU Online Catalog](#).

**The Office of Admissions & Records** administers applications for admission, registration and veterans' benefits, produces official academic transcripts, provides enrollment and degree verification services and graduation audits, evaluates transfer credit, and publishes the official university schedules and catalog for each of NLU's campuses and academic centers. If candidates wish to withdraw from a class, all withdrawals must be in writing. Details for dropping classes are at [www.nl.edu/oar](http://www.nl.edu/oar).

### **LiveText**

An electronic LiveText account is required of all candidates in the MAT program. LiveText is an internet-based subscription service that allows candidates and professors to create, share, and collaborate on their work. LiveText will be used to organize edTPA documents before submitting them for evaluation and attaining licensure. LiveText is also used by the university as a means of assessing candidates' readiness to teach as well as assessing the Teacher Preparation Program.

During the first term of enrollment in NCE, an email with instructions for completing LiveText registration is sent. The subscription cost is included in the Student Fees, thus the fee can

be covered by Financial Aid. The sender of the email will appear as “LiveText” Support. If a candidate previously had a LiveText account at NLU or another institution, information of how to transfer that account will be provided in the email.

### **Student Support for LiveText**

1. Check NLU’s LiveText website at <http://www.nl.edu/portfolios> for *Basic Steps for Beginners*.
2. While logged into your LiveText account, a Help button appears in the upper right of the screen. Click that "help" button. On the next webpage, click on the most recent "User Guide". This will bring 60 pages of LiveText help.
3. Contact the NLU LiveText Support Team:  
(312) 261-3343, or send an email to [livetext@nl.edu](mailto:livetext@nl.edu). This is an NLU internal department. NLU operators are available Sunday-Thursday 6pm-8pm. At other times, leave a message to be called back within 24 hours.
4. Contact LiveText directly:  
(866) L-I-V-E-T-E-X-T, that's (866) 548-3839.  
(Or send an email to [Support@livetext.com](mailto:Support@livetext.com)) They answer calls from LiveText users worldwide.

**Note: For students with little or no computer experience, contact The Learning Commons about computer classes.**

### **NLU Library and Learning Support**

There is a library branch on each NLU campus. Many resources are also available for NLU students online at [www.nl.edu/library](http://www.nl.edu/library). Hours at each campus vary and can be found at the Library tab on the NLU homepage.

Learning Support offers a variety of services designed specifically to address candidates’ needs – learning assistance and tutoring in-person and online; test preparation workshops; in-class presentations; workshops on a variety of topics; initial assessment of candidates’ academic skills; plus various other forms of assistance including accommodations for candidates who have special academic needs.

### **Technology and Student Email Accounts**

NLU maintains a website at [www.nl.edu](http://www.nl.edu). Information for registering, logging on, account names, etc. should be accessed through the NLU portal at <http://my.nl.edu>. The NLU helpdesk is available 24/7 at 1-866-813-1177 to assist candidates with login questions. Candidates are able to access their grades, unofficial transcripts, account balances, tuition bills, and candidate schedules through the NLU portal. Candidates can also access course home pages for all of the classes in which they are enrolled through the Desire to Learn site at <https://d2l.nl.edu/>.

Every registered student at NLU has a university supplied email account that can be accessed through any internet connection. Student email stations are conveniently located at each campus. This will provide fast, direct communication between the students, the university faculty, and administration. It is NLU policy to send information to students **only** through the NLU email accounts, and it is the students’ responsibility to check the NLU email frequently to stay aware of university policies and deadlines.

### **Cell Phone and Laptop Use**

Please mute all cell phones in district schools and in NLU classes. Laptops may be used for note taking and for in class projects at the discretion of the instructor. There may be “screen down” times requested by the instructor.

### **Textbooks**

Candidates are responsible for buying and/or renting textbooks and other related materials. Textbooks are available on-line through the Virtual Bookstore at: [www.ecampus.com/nlu](http://www.ecampus.com/nlu).

***Starting class with the required texts is important so make sure to order books and/or materials early.***

### **Policy Regarding Physical Fitness**

The Illinois School Code requires that all adults in schools must be physically healthy. The **Code [105 ILCS 5/24]** reads as follows: “Employee” means any employee of a school district, a student teacher, an employee of a contractor that provides services to students or in schools, or any other individual subject to the requirements.” Practicum candidates must also meet this requirement.

School boards shall require of new employees evidence of physical fitness to perform duties assigned and freedom from communicable disease. Such evidence shall consist of a physical examination by a physician licensed in Illinois or any other state to practice medicine and surgery in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or by a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician not more than 90 days preceding time of presentation to the boards, and the cost of such examination shall rest with the employee.

<b>MAT in Middle Grades Education Program</b>		
<b>Course of Study by Term -- Part Time Sequence – Winter Start</b>		
<b>Number</b>	<b>Title</b>	<b>Hrs.</b>
<b>On Ramp Courses (4sh)</b>		
EPS 511	Human Learning and Development in Instructional Contexts	2
FND 510	Social Justice Perspectives on the History & Philosophy of American Education	2
<b>Winter Courses (6sh)</b>		
MGE 501	Introduction to Middle Grades Education: Young Adolescents in Context 1	3
SPE 500	Introduction to and Methods of Teaching Students with Disabilities	3
<b>Spring Courses (5sh)</b>		
MGE 509	Integrated Curriculum in the Middle Grades	3
MGE 520	Methods of Teaching Content Area Literacy in the Middle Grades	2
<b>Summer Course (3sh)</b>		
CIL 505	Methods and Materials for Teaching English as a Second Language	3
<b>Fall Courses (6sh)</b>		
MGE 503	Advocacy Practicum: Young Adolescents in Context 2	3
<b>Candidates select one methods course of the following:</b>		
MGE 510	Methods of Teaching Middle Grades Science	3
MGE 512	Methods of Teaching Middle Grades English/Language Arts	
MGE 514	Methods of Teaching Middle Grades Mathematics	
MGE 518	Methods of Teaching Middle Grades Social Studies	
<b>Winter Course (3sh)</b>		
MGE 505	Teaching and Learning Practicum: Young Adolescents in Context 3	3
<b>Spring Course (6sh)</b>		
MGE 590	Student Teaching: Young Adolescents in Context 4	6
<b>Total hours for Licensure:</b>		<b>33</b>
<b>Degree Courses (3sh)</b>		
<b>Candidates select one of the following electives:</b>		
CIL500	Foundations of ESL and Bilingual Education	3
SPE 501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	
ESR 514	Research in Action: Becoming Practitioner Researchers	
MGE 510	Methods of Teaching Middle Grades Science (Fall only)	
MGE 512	Methods of Teaching Middle Grades English/Language Arts (Fall only)	
MGE 514	Methods of Teaching Middle Grades Mathematics (Fall only)	
MGE 518	Methods of Teaching Middle Grades Social Studies (Fall only)	
<b>Total hours for MAT degree:</b>		<b>36</b>

## DESCRIPTIONS OF COURSES REQUIRED FOR LICENSURE

### **MGE Courses:**

#### **MGE 501 Introduction to Middle Grades Education: Young Adolescents in Context 1 (3sh)**

Teacher candidates advance their knowledge of the unique developmental characteristics and culture of young adolescents (10-14 year olds – grades 5-8) and how these characteristics Physical, Intellectual, Emotional, and Social Development (PIES) impact middle grades teaching and learning. Candidates will have opportunities to reflect upon their knowledge, skills and dispositions for teaching in the middle grades. This introductory course differentiates middle grades education history, philosophy and practices as a distinct pedagogy from elementary and secondary education. Fifteen observation hours in middle grades classrooms are required.

#### **MGE 503 Advocacy Practicum: Young Adolescents in Context 2 (3sh)**

This course examines the collaboration of young adolescent learners, families, educators, and community resources to support meaningful education. Candidates learn about resources in schools and communities which help to protect and provide safe spaces within and outside the school. Candidates identify strategies to build supportive and caring communities for young adolescent learners. Research reviewed in this course depicts the many aspects of the social emotional, gender, health and media/ popular cultural needs of these students. Candidates support and value the need to be advocates for young adolescent learners. 40 hours of observation/teaching time will be spent in schools.

#### **MGE 505 Teaching and Learning Practicum: Young Adolescents in Context 3 (3sh)**

This course combines a university seminar and a minimum of 50 hours of field experience focusing on active involvement with a cooperating teacher and his/her class. Candidates continue their professional development concerning the roles and responsibilities of teachers in grades 5-8. The course advances candidates' engagement in the profession through study and application of dynamic instruction to support the education of young adolescent learners. Candidates help to develop a productive and inclusive learning environment for their students while improving their skills to work with families, colleagues and community. The course is linked with MGE590, Student Teaching: Young Adolescents in Context 4. 50 hours of observation/teaching in schools are required.

#### **MGE 509 Integrated Curriculum in the Middle Grades (3sh)**

Candidates explore appropriate curricular models for young adolescent learners, i.e., disciplinary, multidisciplinary, interdisciplinary and integrative. Inquiry, creativity and critical thinking are encouraged through cross disciplinary real-world opportunities. Candidates are engaged and challenged in active thinking and questioning. Candidates work individually and collaboratively to identify and consider teaching and learning strategies to encourage young adolescent curiosity. Effective technology use is infused throughout the course. Strategies for differentiated instruction and assessment are explored. Candidates investigate standards-based teaching and learning in order to create challenging, exploratory, integrative and relevant curriculum for young adolescents.

#### **MGE 510 Methods of Teaching Middle Grades Science (3sh)**

This course investigates exemplary science instruction for middle grades education. The in-depth foci are exemplary science instruction, fluency with middle grades science instructional content, and appropriate use of diverse instructional strategies including young adolescent voice. Candidates enrich their understanding of critical middle grades science content and concepts. Practical applications of science content are explored along with formative and summative assessment to develop young adolescent learners' understanding of how science works in their world.

**MGE 512 Methods of Teaching Middle Grades English/Language Arts (3sh)**

This course introduces key issues in the instruction of middle school language arts. Students become familiar with theoretically sound, research-based strategies for the assessment and teaching of middle grade reading and writing. Balanced literacy instruction, focusing on differentiation for diverse learners and multiple grouping practices, is emphasized. Candidates will spend time reading and responding to adolescent literature in order to better understand how to use literature to address the instructional needs and engagement of all middle grade students.

**MGE 514 Methods of Teaching Middle Grades Mathematics (3sh)**

This course provides candidates an in-depth focus on the subject matter, content standards, mathematical pedagogy, and issues related to the learning and teaching of mathematics in the middle grades. Candidates develop strategies and applications specific to the mathematical learning needs of young adolescent learners including real world connections. Candidates develop and use formative assessment to guide teaching and learning.

**MGE 518 Methods of Teaching Middle Grades Social Studies (3sh)**

This course identifies methods of teaching and learning social studies for candidates in the Middle Grades Education Program. It introduces candidates to varied social studies methods. In this course candidates learn to plan and implement effective social studies instruction in and for a pluralistic democracy. The course stresses primary source-centered, inquiry-based learning, unit planning and lesson planning. It also introduces candidates to varied social studies methods. Use of primary sources, especially from the Library of Congress, is emphasized.

**MGE 520 Methods of Teaching Content Area Literacy in the Middle Grades (2sh)**

This course focuses on the development of reading in the middle grades, particularly reading to learn from expository text materials, digital texts and other media, and on the development of study skills. Teaching methods that develop strategic reading and writing of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle schools can best provide such reading and writing instruction across the curriculum, as articulated in the Common Core State Standards for Interdisciplinary Literacy, Grades 6-8, will be considered.

**MGE 590 Student Teaching: Young Adolescents in Context 4 (6sh)**

This course combines a university seminar with student teaching during the final academic term of the Middle Grades Education Program. Within the same classroom placement as MGE505, the student teaching experience provides candidates active engagement with a cooperating teacher, young adolescent learners, support staff, other school professionals and community members. Through this course candidates advance their understanding of responsive environments and instructional strategies which support the unique developmental needs of young adolescent learners.

**Foundational Courses:****CIL 505 Methods and Materials for Teaching English as a Second Language (3sh)**

This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection, and

evaluation of books, multimedia, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours.

### **FND 510 Social Justice Perspectives on the History and Philosophy of American Education (2sh)**

This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include (dis)ability, race, ethnicity, gender, socio-economic class, identity, and immigration. Candidates lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from social justice perspectives.

### **EPS 511 Human Learning and Development in Instructional Contexts (2sh)**

Candidates learn information from evidence-based foundational psychological theories and research that address human development and how people learn and apply this knowledge to the design of teaching and learning experiences in P-12 classrooms. Cognitive and social-emotional development and learning processes of P-12 learners are examined. Candidates learn how to use high-leverage practices and habits of mind that promote ongoing learning and mental health in schools and acquire skill in creating safe, supportive, and productive classroom climates.

### **SPE 500 Introduction to and Methods of Teaching Students with Disabilities (3sh)**

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required.

### **Electives:**

#### **CIL 500 Foundations of ESL and Bilingual Education (3sh)**

The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding entitlement and appropriate school services for English language learners. Theories of Second Language Acquisition (SLA) and bilingualism, sociocultural theories, and language and content standards for English language learners are analyzed for their pedagogical implications. Specific program models and ways to differentiate language and content area instruction for English language learners are examined. Assigned course requirements include the completion of 20 clinical/observation hours.

#### **SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents (3sh)**

This course provides an overview of the processes involved in educational and diagnostic assessment of children and adolescents (P-21). Attention is given to both formal (e.g., norm-referenced) and informal (e.g., classroom-based) assessments, screenings, issues of assessment bias, and limits of testing. Special emphasis is directed towards interpreting assessment results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is also considered. Legal, ethical, cultural, and linguistic assessment issues are addressed. A

minimum of 10 hours of field experience is required.

### **ESR 514 Research in Action: Becoming Practitioner Researchers (3sh)**

In this course, candidates explore research paradigms that underpin practitioner and action research and the corresponding methods of educational inquiry. Candidates examine their assumptions regarding the value areas of practitioner-oriented research and develop skills to conduct small scale research projects within the areas of their specialization and interest. Course readings and assignments are used to exemplify various methods and styles of conceptualizing, conducting and presenting research. Candidates learn to evaluate published research and scholarly works and to express themselves creatively in writing and presenting their research projects.

### **REQUIREMENTS FOR FIELD EXPERIENCE**

#### **TO DO ASAP: CRIMINAL CHECKS, TB TESTS, AND MANDATED REPORTING**

NLU requires all candidates in programs that include time spent in an Illinois school to have an Illinois State Police and FBI criminal background fingerprint check, a TB test, and a Certificate of Completion with the Department of Children and Family Services Mandated Reporter Training. A candidate with “no record,” a negative TB test, and a Certificate of Completion may be placed in a school.

#### **Criminal Background Checks**

Must be completed after registering and within the first week of classes at NLU. Please use the NLU UCIA Criminal Background Check form and the FBI form that is located at the link [http://www.accuratebiometrics.com/fingerprinting\\_FBI\\_Procedures\\_In\\_Person.html](http://www.accuratebiometrics.com/fingerprinting_FBI_Procedures_In_Person.html)

Candidates cannot begin any field experience without a “passed” background check. Locations and fingerprinting times for Accurate Biometrics are posted on their website: <https://accuratebiometrics.com/map-usa>. Candidates are responsible for all fees and the results must be sent to the students email or home address.

A **TB test** must be taken as soon as possible after being admitted. This tuberculosis test must utilize the Mantoux method (an injection under the skin), and the results must be read by a health service professional. This test may be administered at your local County Health Department. It is the student’s responsibility to submit a copy of the TB test results to the clinical placement coordinator in the Office of Field Experiences. Results must be submitted with your student teaching application.

**Mandated Reporter Training** is required of all teacher candidates. This training is available on the DCFS website. To complete the training, please log on to <http://www.dcfstraining.org/manrep/index.jsp>. Before leaving the website, print a copy of the Certificate of Completion and submit it along with your student teaching application.

The Illinois Department of Children and Family Services provides online training for Mandated Reporters. This no-cost training consists of a pre-training assessment, 60-90 minutes of self-paced interactive training, 13 post-training questions, and a certificate of completion.

- When logging in as a new user, answer “Yes” to the question “*Do you work in Illinois?*”
- To the question, “*Employer,*” answer “*National Louis University*”
- Upon completion of the quiz at the end of the training, a *Certificate of Completion* will be generated which must be printed and submitted with the Student Teaching

Application. Retain two copies of this certificate, as one may be requested certificate by your school, and one will be submitted to NLU.

- The *Acknowledgement of Mandated Reporter Status Form* is also generated at this time. While students do **not** need to submit this form to NLU, a copy of this form should be kept with all other important records in the event the student is asked to present it to a school.

**Students should keep originals with them when visiting schools or have them available electronically.**

## PRE-CLINICAL FIELD EXPERIENCE

### FIELD EXPERIENCE HOURS

The Middle Grades Education M.A.T. Program requires 130 clock hours of observation and other experiences be completed prior to Student Teaching. These classroom observations are designed to provide students with opportunities to develop and refine teaching skills. Five courses required for licensure in Middle Grades Education incorporate observation hours into the requirements of the classes.

Observation/Clinical Hours Associated with the MAT-Middle Grades Education Traditional Program Courses	
<b>Term 1</b>	
MGE 501 Introduction to Middle Grades Education: Young Adolescents in Context 1	15 clock hours (shadow study, interviews, tutoring, other observations)
SPE 500 Introduction to and Methods of Teaching Students with Disabilities	15 clock hours (traditional classroom, to observe SPE students)
<b>Term 3</b>	
MGE 503 Advocacy Practicum: Young Adolescents in Context 2	40 clock hours (traditional classroom Observation and teaching)
<b>Term 4</b>	
CIL 505 Methods and Materials for Teaching English as a Second Language	20 Clock Hours (traditional/ELL classroom)
<b>Term 5</b>	
MGE 505 Teaching and Learning Practicum: Young Adolescents in Context 3	50 clock hours (traditional classroom, linked placement with MGE 590)
<b>Total Hours</b>	<b>140</b>

Candidates will arrange to observe/shadow at different schools as part of the MGE 501 field experience. **Candidates will also find their own placements for the 40 hours of observation and teaching for the MGE 503 practicum course.** Some schools will require a letter requesting permission to observe. See sample letter on MGE site. After completing hours at a school, candidates will record these hours electronically in the [Field and Practicum Experiences Observation Log](#) (Letter and log can be found on the NCE Tools Page [www.nl.edu/ncetools/mgetools](http://www.nl.edu/ncetools/mgetools))

When observing at various schools, candidates should remember he/she are guests in the school. Accordingly, candidates should:

- Observe dress codes and bring identification. (Most schools require your driver's license.)
- Bring copies of the criminal background check and TB test results or have them available electronically
- Arrive at the scheduled time and check in at the front office

Consider requesting some of these experiences as part of your field experience hours:

- Observing the classes of one young adolescent for an entire day
- Observing the classes of one teacher for an entire day
- If permitted, observing one or two classes outside of the desired licensure area (e.g. music, drama, art, technology, etc.)
- Seeking schools/classes/teachers who are applying approaches such as co-teaching, interdisciplinary curriculum, alternative scheduling, etc.
- Observing the same class several days in a row
- If appropriate, offering to work with individual students or student groups rather than just observing

Most instructors require additional assignments related to these field experiences. Focusing observations on “best practice” and taking notes enable the student to connect the field experiences to the topics of study within the course. The MGE methods instructor will require a focus on specific content instruction.

**It is essential candidates complete their 140 field experience hours prior to the completion of the MGE 505 course. Completion of these hours is a PREREQUISITE to student teaching.**

Access the [Teacher Education Program Checklist](#) to confirm submission of all documents needed for the Teacher Prep Program.

### **Competency Appraisals**

Competency Appraisals are tools used to assess the progress of the teacher candidate during field experiences. The cooperating teacher, the teacher candidate, and the university supervisor (if assigned) each complete a competency appraisal related to the teacher candidate's performance in the classroom. National College of Education is committed to assessing student performance on the basis of competence aligned to the InTASC standards. These Competency Appraisals offer formative data for mid-course corrections and advise seminar instructors as they determine the final and official course grade for student teaching.

The MGE MAT Program Competency Appraisal can be found on the MGE Tools page: <https://www.nl.edu/ncetools/mgetools/>

## **STUDENT TEACHING PREREQUISITES**

**1. COURSEWORK** All other require MGE MAT coursework must be completed before enrollment in MGE 590 Student Teaching.

**2. GRADES** Any student who receives a grade below a “B” and demonstrates a lack of readiness in methods courses (MGE 510-518) or practicum courses (MGE 503, 505) shall automatically be delayed from a MGE 590 Student Teaching assignment. As much as possible, instructors will keep students informed of their status; however, late and/or incomplete work may prevent this.

**REMIEDIATION** Each student shall have the benefit of a case conference composed of the

Middle Grades Education faculty and any instructors who may contribute information to the record. The instructor along with the appropriate program faculty would set goals with the student and determine steps to be taken to achieve those goals. The student would repeat MGE 505 during the quarter when Student Teaching would have taken place. The course and Student Teaching Seminar may not happen to be on the campus that the student chose at registration.

**APPEALS** Students who are denied admission to MGE 590 Student Teaching, may petition the Academic Policies Committee and appeal their grade. The appeal must be submitted within 60 days of the beginning of the quarter following the issue of the grade being appealed.

**3. EFFECT ON STUDENT TEACHING PLACEMENT** If a student receives an “I” grade in any class leading to licensure, an in-progress report will be completed by the instructor and sent to the Registrar, the Middle Grades Education Program Chair, and the Director of Teacher Preparation. The instructor will also inform the student and the OFE as to what the student needs to do in order to change the grade to a B or better, and establish the deadline for the student to complete the process.

If the work is not completed by the deadline decided upon, the student's **placement will be delayed**. Once work has been completed and the instructor has issued a grade, the student must ask the instructor to inform the OFE that the student has earned a grade of B or better. This information must be submitted to the OFE before OFE will continue with the processing of the application to schools for student teaching.

4. The M.A.T. student teaching placement will be delayed until the quarter after necessary courses have been retaken and grades of B or better have been earned. A student completing all coursework except Student Teaching by the spring quarter would Student Teach in the fall as this experience is not available during the summer quarter. (Note: student teaching placements are dependent on availability.)

5. Mini-interviews with school personnel responsible for the MGE 590 Student Teaching placement may be required before final placements are assigned.

6. 130 hours of observation activities as evidenced by the online log in NCE Tools are required.

7. Fingerprint Criminal Background Check. (The school where you student teach may require an additional Criminal Background Check be completed by a local police department.)

8. Tuberculosis Test. A copy of this test should already have been submitted to the Office of Field Experiences.

9. A Certificate of Completion with the Department of Children and Family Services regarding the Mandated Reporter Training should already have been submitted.

## **FIELD EXPERIENCE STUDENT TEACHING**

### **MGE 590 Student Teaching**

Student Teaching is the culminating experience prior to licensure. Candidates will student teach in the same content area that corresponds with the methods course taken for the

edTPA. A minimum of 11 consecutive weeks or 55 days of full-day student teaching is required to complete the MGE MAT program; however, additional weeks are sometimes requested by the cooperating school. Of those 11 weeks, 6 must be completed as a “lead” teacher in all classes. The dates of student teaching depend on the school placement. In addition, a required seminar will meet during the quarter on the NLU campus.

If withdrawal from student teaching is needed, a written request stating reasons for this withdrawal is required. The request, stating reasons for withdrawal, must be submitted to the OFE, the university registrar, seminar instructor, the university supervisor, and to the school placement principal and cooperating teacher. The withdrawal will result in an "I" grade or an "N" and will be recorded by the seminar instructor.

For further detail, see the handbook for MGE 505 Practicum / MGE 590 Student Teaching handbook.

## **STUDENT TEACHING SEMINAR COURSE**

### **MGE 590 Student Teaching**

This course combines a seminar with candidates’ supervised field based experience. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. (6 semester hours)

### **Guidelines for Submitting a Field Placement Application**

#### **Introduction**

The National College of Education Office of Field Experience is responsible for the oversight of the linked Practicum/Student Teaching candidate collaborations with area schools and school districts. The OFE placement staff strives to carefully place each candidate in a school environment that is enriching, diverse, and supportive.

See the information on page 29.

### **Teacher Performance Assessment**

#### **edTPA AND LICENSURE**

edTPA stands for “educative” Teacher Performance Assessment. The edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" The edTPA is designed to measure teacher candidate effectiveness in the classroom by focusing on student learning

To qualify for the Professional Educator License (PEL) in the State of Illinois, candidates must pass the edTPA assessment. Candidates can find resources which provide information about the performance assessment required for licensure at the edTPA website on the [MGE Tools Page](#). Candidates will receive access to edTPA handbooks and templates from their practicum and/or student teaching seminar leaders.

During the 2018-2019 academic year, the passing score for candidates seeking initial licensure in Illinois is a composite score of 39. The Illinois State Board of Education (ISBE) does not have any other conditions, such as a minimum score on each task.

## Preparing for edTPA

In order to be successful with the edTPA, there are many things the candidate should do. These include:

- Review SCALE's *Making Good Choices* Handbook (access provided during Practicum/Student Teaching courses)
- Address carefully every point in the commentary prompts
- Provide evidence that is directly related to the criteria in the rubrics
- Video every lesson in the teaching episode
- Collect a rich sampling of student work during the teaching episode

## Remediation

According to the Illinois State Board of Education policy, candidates who do not achieve a passing score on the edTPA will not be eligible for licensure in Illinois. Candidates without a passing score will receive an email from the edTPA Coordinator advising them of the process to appeal or to request remediation. This process will begin with a meeting with the edTPA Coordinator to discuss options and next steps. NLU Teacher Preparation faculty will assist candidates in their re-take efforts.

Conditions for a re-take will be determined by the score and feedback received on the official score report from Pearson. Conditions for a re-take may include re-submitting specified edTPA tasks, taking additional coursework, and/or completing a new student teaching experience.

If the candidate chooses to resubmit the required edTPA tasks, the candidate and edTPA coordinator will meet and discuss the kind of remediation required. An [edTPA Candidate Support Plan](#) is completed. Since the edTPA resubmission may require additional coursework and support, various fees may apply.

Depending on the tasks required for resubmission, the remediation process may include all or part of the following:

- Analysis and rewriting of original submission
- Readings/resources in targeted task(s)
- Placement in school setting (if needed)
- Creation and submission of identified tasks for official scoring

## College Policies

### Application for Licensure

### Illinois Licensure Tests

All Illinois licensure candidates need to pass several tests in order to be eligible for an initial Professional Educator License. **It is the candidate's responsibility to register for these tests and to make sure the tests are taken at the appropriate time in the MAT program. A passing score on the Middle Grades content test 20-204 is required and must be on file with NLU before the first day of MGE 505 Teaching and learning Practicum.** If a passing test score is not on file, the linked Practicum/Student Teaching placement will be postponed.

Contact the Illinois Licensure Testing System (ILTS) at (800) 239-8107 or go to <http://www.il.nesinc.com/> for more information including study guides and registration and test dates. The required tests are:

- 1. Test of Academic Proficiency** - must be passed in order to be admitted to a licensure program (such as the MAT program). Please note that the Test of Academic Proficiency (TAP) may be used for licensure for a maximum of 10 years after the test was taken.
- 2. Content-Area Test for Middle Grades (201-204)** – must be passed before the first day of MGE 505 Teaching and Learning Practicum:

201	<a href="#">Middle Grades (5–8) Language Arts</a>
202	<a href="#">Middle Grades (5–8) Mathematics</a>
203	<a href="#">Middle Grades (5–8) Science</a>
204	<a href="#">Middle Grades (5–8) Social Science</a>

## The Application

The application for the initial Professional Educator License is completed during the student teaching term. Candidates need to have official transcripts on file at NLU documenting all general education requirements and all professional education requirements. The applications are submitted online to the Licensure Office via the candidates' NLU Portal account. Complete the "Request for Professional Educator License, Endorsement or Approval" electronic form at the Student Services tab. For a full description of the licensure process, please use the link <http://www.nl.edu/t4/certifications/certificationform/>. **Upon receipt of the applications, the Licensure Office will hold the applications pending the submission of grades for student teaching.**

Upon receipt of final grades, the Licensure Office reviews the request for license and recommends the applicants for entitlement with ISBE once all requirements are met. Follow up directions will be sent to the applicants on how to finalize the license with ISBE. ISBE requires e-transcripts be submitted for their files. Please order and have e-transcripts sent directly from NLU to ISBE at [transcripts@isbe.net](mailto:transcripts@isbe.net).

The timeline for this process varies depending on several factors including the number of applications and the accuracy of the applications. The Licensure Office will contact candidates promptly if there are errors in the application or if additional paperwork is needed. The licensure process can take anywhere from 3-6 weeks on average. **ISBE has the right to change licensure requirements at any time.**

## Diplomas and Graduation

While candidates are integrating theory and practice, learning to teach, and preparing to enter the teaching profession, there are some other tasks they need to attend to regarding NLU graduation and issuance of a diploma. All candidates **must apply** to graduate and receive their diplomas.

Diploma applications are available at the registrar's site at ([www.nl.edu/oar](http://www.nl.edu/oar)). This process should be started in the term preceding student teaching to allow time for completing any graduation requirements that are shown to be missing in the Degree Audit. There are four diploma dates each year: Fall, December 31; Winter, April 15; Spring, July 15; and Summer, September 15.

Commencement ceremonies are held once a year in June. Candidates are eligible to participate in the ceremony if they have completed their programs the previous fall quarter, winter quarter, spring quarter, or will complete all degree requirements by the end of summer quarter. Candidates should contact the registrar's website ([www.nl.edu/oar](http://www.nl.edu/oar)) for more information concerning their participation in the commencement ceremony. Participation in the commencement ceremony does not confirm graduation. Graduation is dependent upon completion of all degree requirements.

## **Exceptions to Policy**

### **Exceptions to MAT Policies**

All requests for exceptions to Middle Grades Education MAT program policies are to be submitted **in writing** to the MGE Program Chair at [vjagla@nl.edu](mailto:vjagla@nl.edu)

### **NCE Academic Policy Committee**

The purpose of the NCE Academic Policy Committee is to consider student petitions regarding, but not limited to, the following NLU/NCE policies: admission to graduate study, retention in graduate study, extension of time limitation to complete degree, core course waivers, acceptance of more than nine hours prior to admission, transfer of credit beyond six hours, acceptance of extension or workshop credit beyond the maximum, and grade appeals.

The Committee is composed of representatives of the NCE faculty. Currently it meets on the fourth Wednesday of each month during the academic year. The Committee also meets during summer to address students' requests for exceptions to policies. Online petitions must be received by the Chair of the Committee at least two weeks in advance of the meeting so that there is time to distribute materials to members of the Committee. Students must consult with their assigned academic advisor in order to begin the appeal process. Academic advisors must approve the petition before it is submitted to the NCE Academic Policies Committee. All information and documentation related to the petition must accompany the petition. Advisors have the link to the online *Student Petition to the NCE Academic Policies Committee*. The petition is also available online at [www.nl.edu/oar](http://www.nl.edu/oar).

Teacher candidates have six years from the time of the first course taken towards the MAT degree to complete the degree. Candidates who exceed this time frame will need to apply to the Academic Policies Committee for an extension of the timeline. In addition, candidates will be responsible for any new or updated requirements of the MAT program.

If a petition is denied, students have the right to appeal the Committee's decision to the Provost's Office. An appeal to the Provost is not a rehearing of the petition. The purpose of the appeal is to review due process only.

### **Reentry and Readmission**

It is the policy of National Louis University that students who have not registered for a course at NLU for more than one calendar year, but less than five calendar years, will be required to submit a re-entry form to the Office of the Registrar prior to registering for classes. If students have not registered for a course at NLU for more than five years, they are required to apply for readmission. Forms can be found at [www.nl.edu/oar](http://www.nl.edu/oar).

**Consistent with the existing re-entry policy, students will be subject to the degree requirements in effect at the time of re-entry.**

### **Student Concerns**

Concerns regarding the quality of the MAT program or fairness of policies should be discussed with the academic advisor. If the concern remains unresolved and/or has far reaching effects, contact Dr. Sherri Bressman, Director of Teacher Preparation, directly.

# **TEACHER CANDIDATE SUPPORT PLAN**

## **For the School of Teacher Preparation **University Classroom****

### **National College of Education**

It is the expectation that all teacher candidates are acting in a professional manner in class. Professional expectations include following the class attendance policy, arriving on time and prepared for class; arriving back to class on time from breaks; completing and submitting assignments on time; showing respect for classmates, teachers, and others; contributing to class discussions; and demonstrating effective communication skills (written and oral).

If there are issues with professional expectations, the instructor will schedule a meeting with the candidate to discuss the concerns. If the concerns persist, a plan for improvement will be put in place. The following steps will be taken:

#### **1. Instructor Intervention**

A specific, written Teacher Candidate Support Plan will be developed by the instructor and teacher candidate that clarifies the nature of the concern[s] and the agreed upon outcome[s]. The instructor then sends the completed support plan to the program chair and the teacher candidate. Most difficulties can be resolved at this level through open and professional levels of communication.

#### **2. Program Chair Intervention**

If the matter remains unresolved, intensifies, or is not able to be resolved at the classroom level, either the instructor or the teacher candidate calls for a meeting. At this meeting, the instructor, candidate, program chair and academic advisor will discuss the concern[s] and review relevant information and documentation. The support plan will be revised as needed and posted online for all parties (including the TP Director).

#### **3. TP School Director Intervention**

In the unlikely event that the problem remains unresolved, the school director will meet with the instructor, teacher candidate, and university ombudsman to determine further action.

**TEACHER CANDIDATE SUPPORT PLAN**  
**For the School of Teacher Preparation University Classroom**

**National College of Education**

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_ BA \_\_\_\_\_ MAT \_\_\_\_\_

NLU ID # \_\_\_\_\_ Course # \_\_\_\_\_

Initiated by \_\_\_\_\_

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

<b>Signatures as required at Step Level</b>	<b>1</b>	<b>2</b>	<b>3</b>
Teacher Candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Chair		<input type="checkbox"/>	<input type="checkbox"/>
School Director			<input type="checkbox"/>

# **TEACHER CANDIDATE SUPPORT PLAN**

For teacher candidates experiencing difficulties at a **placement site**

## **National College of Education**

When difficulties arise at the placement site, the **teacher candidate** will meet with the **university supervisor** and the **cooperating teacher** to discuss the concerns. This meeting may be initiated at the request of the teacher candidate, the cooperating teacher, the university supervisor, the seminar leader, and/or the school principal. This process is used to openly discuss any concern[s], provide assistance, and facilitate a decision regarding the concern[s]. A written teacher candidate support plan will be created to reflect the results of the meeting. **See Step 1.**

Please Note: If a principal/administrator requests that a teacher candidate be removed from a field placement, the program chair will be contacted and the process will move immediately to Step 3.

### ***Step 1 – Classroom Level – School***

A specific, written **Teacher Candidate Support Plan** will be developed by the **seminar leader and/or course instructor, after consultation with the program chair**, to clarify 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 and professional levels of communication. A copy of the written teacher candidate support plan is posted online with access for **the academic advisor, seminar leader and/or course instructor, the program chair, and the Director of Teacher Preparation**. The teacher candidate support plan becomes part of the candidate's NCE record.

### ***Step 2 – Classroom Level – University***

If the matter remains unresolved, intensifies, or is not able to be resolved without intervention from the university, the **university supervisor**, the **cooperating teacher**, the **teacher candidate**, and the **seminar leader and/or course instructor** will meet to discuss the concern[s] and review relevant information and documentation. In some cases, the principal may also be involved. Prior to a decision being made regarding continuation in the current placement, an additional observer [the seminar leader and/or course instructor, program chair, or a different NLU supervisor] may be asked to complete an observation to contribute to the record. One of the following options will then be made regarding continuation in the current placement:

#### **Option A – The teacher candidate will continue in the current placement.**

A *new* written teacher candidate support 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 and/or course instructor. The **seminar leader and/or course instructor** will inform the **program chair** about the concerns raised and will post a copy of all written documentation online for access by the **Director of Teacher Preparation and academic advisor**

***Option B*** – The teacher candidate 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 chair** and moves to STEP 3. **The program chair** will notify the **academic advisor**, the **Director of Teacher Preparation**, the **Director of Field Experiences**, and the **dean's office** in writing of the teacher candidate's removal from the placement.

### ***Step 3 – Program Level***

When a teacher candidate has been removed or leaves a placement, the matter is referred to the **program chair**. **The teacher candidate will meet with the university supervisor, the seminar leader and/or course instructor, and the program chair** to discuss the concern[s], relevant information, and all documentation. This discussion must occur within 5 to 10 business days of the notification of removal by the seminar leader. A decision will be made regarding the options available to the teacher candidate. The teacher candidate will be notified of the program level decision in writing within 5 business days after the meeting. The **program chair** will also notify the **academic advisor**, the **Director of Teacher Preparation**, the **Director of Field Experiences**, and the **dean's office** of the decision in writing. One of the following options will be followed:

***Option A*** – If there were special conditions, circumstances, or situations that may have encumbered the teacher candidate, the candidate will be required to withdraw from the Student Teaching course in which they are registered and register for a new experience, when ready, with the approval of the program faculty and Director of Teacher Preparation. A new teacher candidate support plan will be written and will stipulate the conditions for receiving a new placement during a later enrollment term. New applications for placement are required. Placements are arranged by the Office of Field Experiences for the following term or date designated by the program chair.

***A maximum of two classroom placements may be made. However, teacher candidates are not guaranteed a second placement (see Option B).***

***Option B*** – If it is the combined judgment of the university supervisor, the seminar leader and/or course instructor, and the program chair that the teacher candidate is unable to assume the roles and responsibilities of a classroom teacher, the teacher candidate will not be assigned another placement. The teacher candidate will be required to withdraw from the field experience placement and course and will be advised to reconsider career goals. Due to this decision, the teacher candidate is automatically ineligible for program continuation and progress towards licensure is also terminated.

### ***Step 4 – College Level***

Teacher candidates who wish to appeal the decision at Step 3 must submit a petition to the NCE Academic Policies Committee within 15 business days of the receipt of the written decision. Teacher candidates must contact their academic advisor for assistance in submitting the petition.

Some programs may have additional requirements. Please see the specific program handbook.

The NCE Teacher Candidate Support Plan form can be found on the NCE Tools Page.

**TEACHER CANDIDATE SUPPORT PLAN**  
 For teacher candidates experiencing difficulties at a **placement site**

**National College of Education**

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_ BA \_\_\_\_\_ MAT \_\_\_\_\_

NLU ID# \_\_\_\_\_ Course \_\_\_\_\_

School \_\_\_\_\_ District # \_\_\_\_\_ Grade Level \_\_\_\_\_

Initiated by \_\_\_\_\_ Role \_\_\_\_\_

**Step 1, 2, & 3: Attach written documentation. Include Implication for grade and/or placement.**

Brief description of the nature of the concerns			
Agreed upon solution			
Timeline for implementation			
<b>Signatures as required</b>			
	<b>1</b>	<b>2</b>	<b>3</b>
Teacher Candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperating Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar Leader/Course Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Copy to Director for Teacher Preparation**



# **The Office of Field Experiences**

# OFFICE OF FIELD EXPERIENCES

## Guidelines for Submitting a Field Placement Application

### Introduction

The National College of Education Office of Field Experiences (OFE) is responsible for the oversight of all Student Teaching/Practicum candidate collaborations with area schools and school districts. The Office of Field Experiences placement staff look to carefully place each student in a school environment that is enriching, diverse, and supportive.

### Before you start the Field Placement Application

#### NLU E-mail

- You will be asked to supply your NLU e-mail address on the field placement application. All communications with the OFE must be made via NLU e-mail. If you do not know your NLU e-mail address, it is your NLU log in ID, with @my.nl.edu added to the end of it (e.g. jsmithe24@my.nl.edu). You may also seek assistance from the NLU HELP desk, 866.813.1177.

#### Supporting Documents

You will be asked to upload and submit the following documents with your application:

- **Fingerprint Criminal Background Check** (located in the [Teacher Education Program Checklist](#) document)
- **Mandated Reporter** (located in the [Teacher Education Program Checklist](#) document)
- **TB Test Results** (located in the [Teacher Education Program Checklist](#) document)
- **Unofficial NLU Transcript** (from NLU Portal). Log into Portal, Click on Student Services, then View Unofficial Transcript
- **Transcripts from other academic institutions** (if applicable)
- **Resume** (Use the [Educator Resume Guide](#) for reference)  
Please use this naming convention for all uploaded documents: Last Name, First Name Document Name (e.g. Smithe, John Mandated Reporter). **All documents that you upload must be in file formats of .doc, .docx or .pdf.**

#### Academic Advisors

Please consult the NLU Academic Advising website for contact information on your Academic Advisor.

- [NLU Academic Advising website](#)

#### Application Deadlines

Please consult the Office of Field Experiences Deadlines page for dates on when to submit your Field Placement Application. Deadlines are listed by program.

- [OFE Deadlines for Field Placement Application](#)

### Field Placement Applications

- [Undergraduate Junior Year Field Placement Application](#)
- [Graduate Field Placement Application](#)

## Frequently Asked Questions

### 1. How do I apply for student teaching?

Information is available on your program's web site: <http://www.nl.edu/ncetools/>

### 2. When do I apply?

The [deadlines](#) will vary. Submit an application for placement to your advisor as far in advance as you can.

### 3. What are the prerequisites for student teaching?

- Completion of pre-clinical field experience hours
- An Illinois Criminal Background Check
- A copy of your TB test results
- Mandated reporter documentation
- Satisfactory completion of all required coursework

### 4. How do I request a background check?

Review the [Teacher Education Program Checklist](#) document, for information regarding requesting and submitting a background check.

### 5. Do I have to interview for a student teaching position?

- Expect to interview. Interviews are almost always conducted for Secondary Education placements, while other programs may also use interviews for placement.
- Knowledge of content area or interest in a grade level may be a main topic of discussion. Otherwise, the interview is an opportunity for school personnel to determine whether the placement is a good match for both you and the school.
- Dress professionally; show enthusiasm for your profession and the school, and let them know you are eager to learn and excited to be interviewing.

### 6. Where will I be placed during my student teaching?

Placement locations vary depending on availability. We do, however, consider location, program, level, and suitability when making the placement.

### 7. In what counties in Illinois are student teachers from the National College of Education placed?

- Region I: Central & North Cook
- Region II: Central & South Cook
- Region III: Southwest Cook & South Lake
- Region IV: Will & DuPage
- Region V: Kane & McHenry
- Region VI: Kendall, DeKalb & LaSalle
- Region VII: Will, Kankakee, & Grundy

### 8. When will I hear about my placement?

- Once we send your application to a partner school, the time allotted for a response varies depending on the school's own policy for placement. If the Field Experience Manager has not heard back from a school within a reasonable period of time, the school is contacted again until we have a decision.
- You will be notified when a positive decision is received. If we receive a negative decision and need further information from you regarding placement options, you will be contacted. Once the Field Experience Manager receives your official confirmation form from a school, you will receive a phone call, letter, or e-mail that includes the following: name, address and phone number of the school, start and end date and name of your cooperating teacher(s).

Once all students have received their placements, you will receive literature from the individual department that includes: your placement information and name and phone number of your NLU supervisor.

**9. When will I start my student teaching?**

The partner school in conjunction with National Louis University will set dates. Actual dates will vary depending upon the quarter and school site. Please check the handbook as well as your placement confirmation sheet.

**10. What are my main responsibilities as a student teacher?**

As guests in the site school, you are expected to act professionally at all times and participate as fully as possible in the life of the school. By the end of the **minimum 11-week** assignment, you should have had a minimum of **10 consecutive** days up to **six weeks** with all the responsibilities of a full-time teacher. The amount of take-over time varies by program. Please check your program handbook for details.

**11. How many cooperating teachers will I have?**

For middle grades or secondary student teaching, one teacher's class load may not meet your student teaching needs. Therefore, multiple teachers may combine portions of their class load to provide one full-time teacher load. Also, some schools require that all student teachers be assigned multiple cooperating teachers.

**12. What about scholarships?**

Think about applying for the Patricia Cassin Graft Student Teacher Assistance Fund available to graduate or undergraduate NCE students. [Learn more about the Patricia Cassin-Graft Scholarship.](#)

**13. Anything else I need to know?**

- Keep copies of everything.
- Some schools may request a copy of your TB results.
- Some schools may request a copy of your Criminal Background Check. Keep the original to show, upon request, to schools in which you are doing any type of observation. While not all schools are currently requesting to see the checks, the number of schools wanting verification that a person has passed the background check is growing, even for just observation hours. So keep yours with you if it is needed.
- Bring copies of these documents to the school on your first day of student teaching, just in case.

**14. If I plan to visit a Chicago public school for an observation, practicum or student teaching experience, will I have to meet some additional requirements?**

Yes, before visiting any Chicago public school, you must meet certain Chicago Public Schools requirements [found at their Web site.](#)

## Placement Policies

- All Practicum 2 and Student Teaching placements are to be made by OFE only. Candidates may not contact schools or school districts to arrange placements.
- Candidates must submit the application for Practicum 2/Student Teaching Field Experiences by the deadline specified by their program. **Failure to submit the application by the appropriate deadline may result in a delay of the start and/or completion of student teaching.**

- If there is a principal request for a teacher candidate, it must be in writing and accompany the student teaching application before the placement process has begun.
- OFE will begin the placement process after the Student Teaching Application (including all required documents) is received.
- Candidates may not complete field experiences in a school where a close family, friend, relative, or former teacher, is attending or professionally employed without consent from the school district or principal.
- A Practicum 2/Student Teaching placement may be within 30 miles of a candidate's home address.
- Candidates must communicate with OFE using their official NLU email address. OFE will send electronic correspondences only to candidates' NLU email addresses.
- OFE will submit one request at a time for each candidate. If a placement request is denied, OFE will make as many successive attempts as necessary on behalf of the candidate to secure a placement. OFE will facilitate one placement per term, per candidate.
- The placement confirmation is final.
- If a candidate withdraws from a placement or fails to complete student teaching, OFE will confer with the Director of Teacher Preparation to determine whether or not additional placement attempts should be made.

### **Calendar Dates for Field Placements**

All courses requiring students to complete field-based clinical components follow the University calendar. Student teaching assignments begin and end on the dates indicated in the teacher candidate's confirmation letter sent by the Office of Field Experiences. However, start and end dates for student teaching may need to be modified dependent on the needs of the school district and placement site. Upon confirmation of the placement, it is the responsibility of the student teacher to contact the cooperating teacher and supervisor to determine a schedule for the experience. In all cases, a minimum of 11-weeks of full-day student teaching (not counting spring break) is required.

The placement must end no later than the end of the university's quarter. During Spring Quarter, the placement ends when the NCE/NLU quarter ends or the last day of the school year for the district in which the placement site is located, whichever comes first.

## Calendar for Field Experiences 2018 – 2019

Field Experience	Term Dates Classes Begin	Fall 2018 Sept 17-Nov 25 Monday	Winter 2019 Jan 14-Mar 24 Monday	Spring 2019 April 8-June 16 Monday
<b>Practicum</b>	Begin Experience	Second week of quarter	Second week of quarter	N/A
	End Experience	Wed., November 21	Friday, March 22	N/A
<b>Full-day Student Teaching</b>	Begin Experience	N/A	When teachers report in January	Monday, March 11 or Monday, March 18
	End Experience	N/A	Friday, March 22	Friday, May 31 or Friday, June 7

### Attendance

Student teachers are expected to be at school all day every day that teachers are in attendance. Appropriate arrival and departure times should be discussed with the cooperating teacher and the university supervisor. Teacher candidates who are in full-day student teaching are to assume the same responsibility for regular attendance that the cooperating teacher does including in-service training, field trips, faculty and staff meetings, etc.

Student teachers follow the school calendar rather than the university calendar for holidays. If student teachers must be absent from school at any time, for illness, religious observances, or serious personal matters, it is their professional responsibility 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. Additional absences, early departures and/or late arrivals for any reason may result in extending, repeating, or failing the student teaching experience. The program chair and Director of Teacher Preparation will make final decisions on extending or repeating the experience on an individual basis.

### LIVETEXT Field Experience Management (FEM): Overview

In an effort to streamline the various components of the field experience for teacher candidates, NCE has adopted Livetext FEM as its shared workspace for students, supervisors, instructors and cooperating teachers. Students are referred to as *Interns*, supervisors as *Field Experience Supervisors*, and cooperating teachers as *Mentors* in FEM. Livetext FEM enables students, supervisors and cooperating teachers to: 1) view all pertinent details about student placements, 2) access and complete competency appraisals, 3) download and complete lesson observation notes, and 4) upload attachments.

## Accounts and Registration

For **students** who have registered for Livetext through NLU, the FEM add-on is included with your purchase. However, if you have a Livetext account from a prior school and/or program, you will need to purchase the FEM add-on for a one-time \$18 fee. For specific details about Livetext status, please contact Ashraf Mohamed at amohamed@nl.edu.

**Supervisors** and **instructors** are granted access by an NLU Livetext administrator. However, **cooperating teachers** will receive an email to create/register an account from Livetext support once they are added in the system. For access issues and general troubleshooting, please contact Brian Morris, Livetext FEM Administrator, at bmorris8@nl.edu. For more dedicated technical support, contact Livetext at (800) 311-5656 or by email at support@watermarkinsights.com.

## Account Access

All users will log into their accounts by visiting [www.livetext.com](http://www.livetext.com).

Once a **student** has logged in, a **Field Experience** tab appears to the left of the **Dashboard**. Click this tab and a list of active placements will populate. Click the **View Placement** button to access all activities associated with a placement.

When a **supervisor** has been assigned to the role of Field Experience Supervisor, a **Field Experience** tab will appear to the left of the **Dashboard** upon login. Click this tab and under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear, but you may click the *View Placement Details* button to view all activities associated with the placement.

**Cooperating teachers** will first need to retrieve the message sent to a school/district email address. The message will include a username and password to establish an account. Once logged in, under the **Placements** tab you will see all students assigned to you. Basic details will appear about the placement below the student's name. Click *View Placement Details* button to see all activities associated with this placement.

## Livertext Login Information

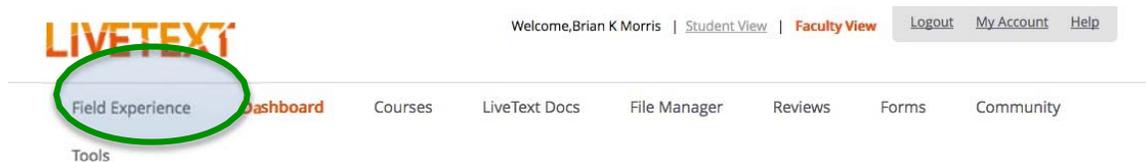


### LIVETEXT Login Instructions:

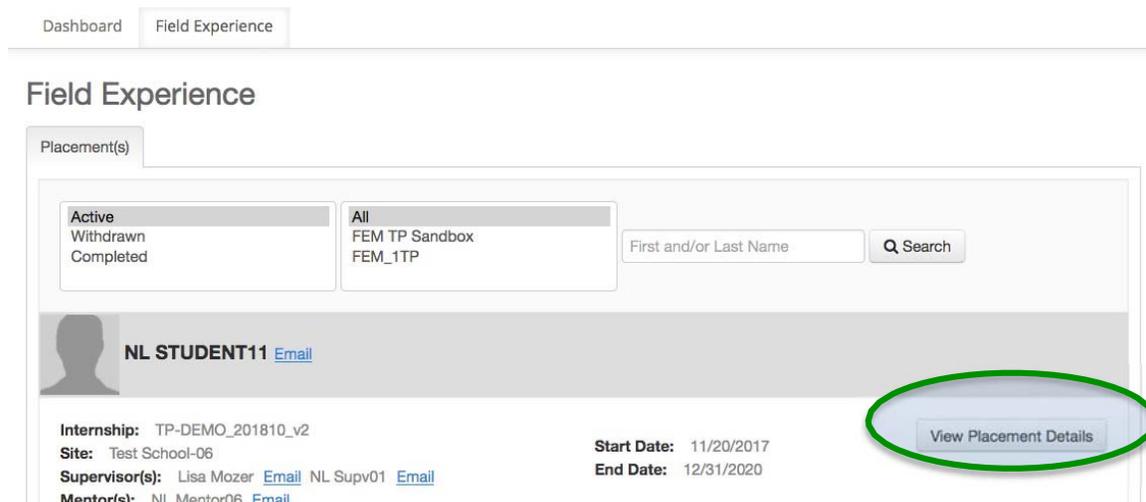
1. Go to [www.livertext.com](http://www.livertext.com)
2. Click the **Login** button at the top right of the page and enter your username and password.



3. You will land on the **Dashboard** by default. Navigate to the **Field Experience** tab on the far left of the window.



4. Once in the Field Experience tab, scroll down to see your list of students. Additional placement information should be visible as well. To view full placement details, click the gray button on the right of the screen that says **View Placement Details**.



5. All placement details can be viewed in this window in the left column. In the right column, students may enter their observation hours and have them approved (where applicable). This is also the location for completing the competency appraisals. In the center of the page appraisals are listed for students, supervisors and mentors (cooperating teachers). Click **Begin Assessment** to complete the appropriate evaluation for your role.

Dashboard | Field Experience

**NL STUDENT11** (Intern) ✉

**Placement Details**

**Intern:** NL STUDENT11 ✉  
 Lisa Mozer ✉  
 Brian Morris ✉

**Supervisor(s):** NL Supv01 ✉

**Mentor(s):** NL Mentor06 ✉

**Start Date:** 11/20/2017  
**End Date:** 12/31/2020  
**Status:** Active

[✉ Email All](#)

**Internship Site**  
 Test School-06

**Assessments**

Teacher Prep  
 Competency  
 Appraisal (v201810)\_ECE Demo  
 2017-11-27

By **NL Mentor06**

Teacher Prep  
 Competency  
 Appraisal (v201810)\_ECE Demo  
 2017-11-27

By **Lisa Mozer**

**Time Log**

Required Hours:0

Date	Category	Activity	Add'l Info	HH:MM
Total:				0:0

**For additional support contact:**

Brian Morris, *FEM Placement Coordinator*  
 773-595-6084  
[bmorris8@nl.edu](mailto:bmorris8@nl.edu) OR

LiveText Support  
 800-311-5656  
[support@livetext.com](mailto:support@livetext.com)