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# **Master of Arts in Teaching Middle Grades Education**

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**Practicum/Student Teaching  
MGE 505/MGE 590 Handbook  
Grades 5 - 8**

**2018-2019 Edition**

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## **The Linked MGE 505/MGE 590 Experience**

Welcome to one of the most important and exciting phases of your career – Teaching and Learning Practicum/Student Teaching. This experience will support your transition from being a teacher education candidate to becoming a professionally licensed teacher. As Middle Grades 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 total Student Teaching experience actually begins in MGE 505. Candidates complete a minimum of 50 hours with one content area during the quarter they are enrolled in MGE 505. In most cases, the MGE 505 middle grades 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 MGE 505 experience as teacher candidates lay the groundwork for their Student Teaching experience.

## **MGE 505 Welcoming Candidates to the Classroom**

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

- Put the candidate's name on the classroom door.
- Assign adequate, personal workspace for the candidate's use.
- Introduce the candidate to the parents and families through a newsletter.
- Introduce the candidate to school/district staff and the student teacher as a co- teacher.
- Give the candidate 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 candidate with daily routines and procedures.
- Involve the candidate 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 candidate 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 – make certain that the candidate has an understanding of FERPA.
- Promote reflection on the multiple and complex decision-making activities.
- Encourage the candidate's development of self-evaluation and reflection skills.
- Ask the candidate to share all assignments that are required from NLU so a calendar can be set up to work on these in the classroom.

### **MGE 505 Candidates should exemplify the following:**

1. **Attendance and active participation** in weekly on-campus seminars that meet across the entire term.
2. **Professional Demeanor:** The faculty in Middle Grades 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.

3. **edTPA – educative Teacher Performance Assessment:** All teacher candidates must complete and pass the edTPA before they can receive their Professional Educator License in Illinois. Assignments in MGE 505 will build support for the edTPA which is completed during Student Teaching. Handbooks and templates for various content areas will be introduced.
4. **Lesson Planning:** Candidates will be expected to plan and teach a minimum of four (4) lessons while in the MGE 505 classroom and will be observed while teaching at least two lessons by a university supervisor.
5. **Reflective Journal:** The purpose of maintaining a reflective journal is to provide an important record of candidate growth and to give the supervisor a greater understanding of what the candidate is experiencing. The supervisor will discuss his/her expectations regarding content and format of the journal. Journal prompts are often provided by supervisors.
6. **Competency Appraisal:** Teacher candidates should be thoroughly familiar with the Competency Appraisal. This will document progress in the important skills of teaching and constitutes an important portion of the grade. In MGE 505 and Student Teaching, the teacher candidate/student teacher, university supervisor, and cooperating teacher each fill out an online Competency Appraisal. (<https://www.nl.edu/ncetools/mgetools/>). See Appendix 2 for Competency Appraisals.

In MGE 505, the Competency Appraisal is filled out at the end of the term. There is a school-based evaluation conference in which the teacher candidate, university supervisor, and cooperating teacher discuss the candidate's progress. The teacher candidate saves a PDF or the url and submits them electronically in D2L.

7. **Video Recording:** MGE 505 candidates are required to tape a lesson of their own choosing. The video is one component of the Analysis of Teaching and Learning (ATL) assignment.

## **MGE 505 – Supervision**

1. **MGE 505 Introductory Meeting:** This is an introductory visit that should take place during the first two weeks of the term with the teacher candidate, Cooperating teacher, and university supervisor. 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, the supervisor, teacher candidate, and cooperating teacher should arrange the first date for a formal observation 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.

These conferences can be done separately if the classroom schedule prevents both the teacher candidate and the cooperating teacher to participate at the same time. It is suggested that these observations occur during week 4 or 5 and week 7 or 8. See Appendix 1 for Observation Form.

3. **Evaluation Conference:** In a linked Practicum/Student Teaching experience, an evaluation conference should take place at the end of MGE 505. The purpose of this conference is to discuss the MGE 505 experience, the Competency Appraisals, to explain the transition from MGE 505 to Student Teaching, and to ensure that the NLU expectations of the Student Teaching experience are understood by all. At this time, supervisors, teacher candidates, and the cooperating teacher should arrange the first date for a formal observation visit for student teaching.

### Student Teaching Orientation in MGE 505

The purpose of the Student Teaching Orientation is to present a general understanding of the requirements of Student Teaching as well as to present ideas as to how to begin the experience. This session takes place during one of the MGE 505 seminars.

***Please note:** Practicum students and 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. Candidates are required to notify the seminar leader if a qualified substitute teacher is not in the classroom.*

### Calendar for MGE Linked Placement Experiences 2019

Field Experience	Term Dates Classes Begin on Monday	Winter 2019 Jan 14-Mar 24	Spring 2019 Apr 8-June 16
<b>MGE 505</b> <i>linked to:</i>	Begin Experience	First week of term or first week back for students in your placement site	N/A for MGE 505
	End Experience	By Friday, March 8, 2019	N/A for MGE 505
<b>MGE 590</b> <b>Student Teaching</b>	Begin Experience	N/A for MGE 590	By Monday, March 11, 2019
	End Experience	N/A for MGE 590	June 7, 2019 (or end of school year)

### On Campus Seminars Student Teaching

Although MGE 505 seminars meet every week, during MGE 590/Student Teaching there will be eight seminars. The syllabus and course schedule will be shared during the orientation at the end of MGE 505. It is important that candidates check their NLU email accounts a few weeks before Student Teaching is scheduled to begin. Candidates need to communicate the schedule of seminars to their cooperating teachers and confirm the schedule with the university supervisors. Seminar is scheduled from 1:00 - 4:00 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 completing the edTPA, job applications, and the procedures for attaining

licensure will be discussed.

Student Teaching is a quarter-long experience. Student teachers typically spend 11-14 weeks in the classroom, depending on the district calendar for their placement school. Refer to the calendar above for example dates, your dates may vary depending on the school's schedule.

## 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. 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, student teachers should attend all those that the cooperating teacher attends: grade level team, content area faculty, staffing, district, and other all faculty.

If student teachers must be absent from school at any time, for illness, religious observances, or serious personal matters, their professional responsibility is to immediately contact the cooperating teacher and copy the supervisor and seminar leader. 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:** This continues in Student Teaching. The purpose of maintaining a reflective journal is to provide an important record of candidate growth and to give the supervisor a greater understanding of what the candidate is experiencing. The supervisor will discuss his/her expectations regarding content and format of the journal. Journal prompts are often provided by supervisors.
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:**

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 the supervisor and cooperating teacher. The required lesson plan format is provided in D2L.

The cooperating teacher must review and approve each plan and provide feedback before and after the lesson. It is helpful if the feedback is written notes and not simply verbal.

Supervisors should have a copy of the lesson plan one or two days in advance. If any changes are made to the lesson, a printed copy should be given the day of the observation.

During observation visits, supervisors will ask to review plans for **all the lessons** that have been planned and implemented, so the student teacher should 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. **edTPA – educative Teacher Performance Assessment:** All teacher candidates must complete and pass the edTPA before they can receive their Professional Educator License in Illinois. Evidence of a candidate’s ability to teach is drawn from a learning segment of 3-5 lessons from a unit of instruction taught to one class of students during the term of student teaching. There are different handbooks and templates for various content areas; however, they all share a very similar structure. edTPA will include a video as part of the assessment. Supervisors should not observe lessons planned and taught as a part of the edTPA learning segment.
5. **Competency Appraisal:** 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. Each time there is a school-based evaluation conference in which the candidate’s progress is discussed. The midterm Competency Appraisal may be used to set goals for the remainder of the Student Teaching experience. The student teacher candidate saves a PDF or the url and submits them electronically in D2L.

## Student Teaching – Supervision

1. **Two initial formal observations:** These are similar to those that took place during the MGE 505 experience. Student teachers need to provide a copy of their lesson plan to the supervisor at least one day 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. There may also be a discussion of other areas: management, teaching, assessment, etc. After each observation of teaching, supervisors will set up a conference with the student teacher and with the cooperating teacher (together if possible) to discuss the experience and set goals for future lessons. The first two observations should be scheduled before the edTPA learning segment lessons are taught.
2. **Midterm 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.
3. **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.
4. **Final two formal observations:** The same process as the first two observations is followed. These should be scheduled evenly during the last 5 weeks of Student Teaching.
5. **Final Evaluation conference:** This is also held at the school. The same procedures as midterm 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 placement grade for Student Teaching.
6. **Exit Interview:** This is held via Zoom with the student teacher and the seminar leader. The goal is to discuss the Student Teaching experience, including the Competency Appraisals, the edTPA, and university requirements. The seminar leader determines the grade for Student Teaching considering the requirements listed in the syllabus.

## Student Teaching Stages

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

**Week 1:** This is the 'Getting to Know Everything' phase. Because most student teachers have been in the classroom a minimum of 50 hours during MGE 505, they already know something about the young adolescents, the cooperating teacher and other faculty and administration, the daily schedule, classroom curriculum, school and district standards. This is a continuation of their learning during MGE 505.

It is very different being in the classroom every day all day. This first week should be spent observing variations in the week long experience while continuing to interact with the students in the classroom in positive and responsive ways.

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

This is the time to work out a **takeover schedule** with the cooperating teacher. The supervisor and seminar leader should have a copy as soon as possible. A takeover schedule identifies the content areas or class periods being assigned as the responsibility of the student teacher. This schedule should increase the student teacher's involvement over the quarter as responsibilities for instruction are assumed.

**Weeks 2 - 4:** This is the 'Gaining Confidence' phase. The student teacher begins taking responsibility for teaching in one class period and adding a new class period every week as well as other teacher responsibilities (e.g., escorting the students, planning and making bulletin boards, checking homework).

**Weeks 4 – 6:** This is the time to teach the edTPA learning segment. Submission of the documents and commentaries required for the edTPA needs to happen before the end of the term. A program-wide official submission date will be included on the course schedule for Student Teaching. This date will also be announced in MGE 505. Candidates are encouraged to organize a personal calendar to prepare for a successful submission during Student Teaching. The cooperating teacher and supervisor should be given a copy of this calendar.

**Weeks 5 – 9:** This is the 'Fine Tuning' phase. The student teacher continues to assume more responsibilities until taking over all of the classroom teaching. Sometime during weeks 5-9, student teachers must assume **full responsibility** for everything that happens in the classroom – planning, assessment, instruction, management, everything. 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. The student teacher gradually returns responsibilities for teaching back to the cooperating teacher, following a reverse process. This is also a time when student teachers are encouraged to visit other classrooms and grade levels in their school. Student teachers are now able to observe in classrooms with more experienced eyes.

## Roles during Student Teaching

### 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 teacher. Some will ask student teachers to write questions to be answered outside of the school day 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. Asking questions is the best way to learn and show your enthusiasm to know.

### For the Cooperating Teacher

A major purpose of the linked Practicum/Student Teaching experiences is to provide the candidate 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 Professional Educator License with an endorsement 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 practicum candidate or a student teacher.

We ask that cooperating teachers become familiar with the MGE 505/Student Teaching requirements as described in this handbook and assume the following responsibilities.

1. Provide oral and written feedback to the candidate on planning.
  - a. Articulate the school's program goals and assist the candidate 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 candidate to make suggested changes.
  - c. Discuss the requirements of the edTPA learning segment and assist in identifying an appropriate topic and supporting resources.
  - d. Progress from team planning to monitoring the candidate's individual planning.
  - e. Invite the candidate to participate in department planning sessions, faculty meetings and professional conferences.

2. Provide oral and written feedback to the candidate 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 candidate in analyzing its effect on student learning.
  - c. Encourage the candidate to develop a personal teaching style and to discuss self-evaluations and reflections.
3. Provide support for the candidate during his/her teaching of the edTPA learning segment including video assistance.
  - a. Review the information for teachers who support teacher candidates which is given to each candidate for use by the cooperating teacher.
  - b. Request additional information, if needed, from the supervisor.
  - c. Assist candidates in gathering information needed to complete the Context for Learning section of the edTPA.
  - d. Keep in mind that teacher candidates who do not pass the edTPA will not receive a Professional Educator License.
4. Maintain regular contact with the university supervisor.
  - a. Attend the three-way post-observation conferences with the candidate and the university supervisor whenever possible.
  - b. Discuss candidate development with the university supervisor on a regular basis.
5. Evaluate the teacher candidate.
  - 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 candidate's abilities and professional competencies in the classroom with the candidate and the university supervisor.

### **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 candidate's development carries three major responsibilities.

1. Encourage and facilitate the professional growth of the candidate across the linked experiences.
  - a. Help your candidate 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 edTPA Learning Segment development. Outline the takeover schedule.
  - c. Provide information about the edTPA.
  - d. Observe and conference with your candidate and the Cooperating teacher in order to assist in the analysis of the teaching/learning process.

2. Evaluate the candidate's performance.
  - a. Evaluate the candidate holistically in consultation with the candidate, 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 MGE 505 and Student Teaching.
  - c. Use the discussion questions aligned with the edTPA for your post-observation conferences.
  - d. Recommend a 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 the candidate, the cooperating teacher and school administrators serve as resource persons for all school personnel to interpret the MGE 505/Student Teaching program and policies.
  - b. Work closely with the seminar leader regarding the edTPA
  - c. Work collaboratively with the seminar leader to support the success of the experience for the candidate

### **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
- Assist appropriately with the edTPA
- Maintain regular contact with the university Supervisor
- Complete the final Competency Appraisal for Practicum
- Complete midterm and final Competency Appraisal for Student Teaching with comments
- Participate in the school-based evaluation conferences

The university supervisor is responsible for fulfilling the following requirements:

- Conduct an introductory visit when Practicum begins
- Complete two observations/conference visits during Practicum
- Arrange and participate in a final evaluation with the practicum candidate and the cooperating teacher
- Conduct one introductory visit for Student Teaching, preferably at the MGE 505 evaluation conference
- Complete four observation/conference visits during Student Teaching with 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, and daily planning
- Maintain regular contact with the seminar leader
- 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 MGE 505/Student Teaching and other NCE/NLU policies
- Prepare candidates for success in the edTPA
- Provide licensure information
- Host exit conference
- Assign the final grade after consultation with the university supervisor evaluation

Because Student Teaching is comprised of many parts, the assessment of this experience is a 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 MGE 505 and Student Teaching. The grading for both experiences will be detailed in the syllabi posted in D2L.

## Evaluation

### 1. Achieving Competency in the Classroom

Regular and ongoing communications among the practicum/student teacher, the cooperating teacher, and the university supervisor are 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 teacher candidate, the cooperating teacher, and the university supervisor each complete a separate Competency Appraisal at the end of MGE 505 and a second Competency Appraisal at the 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 Competency Appraisal form is completed at the midpoint and at end of the Student Teaching term to serve as a formative and summative evaluation of classroom performance. The selected indicators and comments are shared and discussed during the scheduled midterm and final three-way evaluation conferences at the school.

### 2. Meeting NCE/NLU Requirements

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

In addition, all teacher candidates are required to complete the edTPA as part of the Middle grades Education program requirement. The edTPA is housed in LiveText.

### 3. Final Grade for MGE 505 and Student Teaching

The final grades for MGE 505 and Student Teaching are determined by the seminar leader after consultation with the university supervisor. Grades must be supported by the observation notes and Competency Appraisals. The syllabi for MGE 505 and MGE 590 will provide more specific information and requirements for grading.

## 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 <https://www.nl.edu/ncetools/mgetools/> 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

**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 <https://www.nl.edu/ncetools/mgetools/> page.

**TEACHER CANDIDATE SUPPORT PLAN**  
**For teacher candidates experiencing difficulties at a placement site**  
**National College of Education**

Date \_\_\_\_\_

<b>Candidate Name:</b>	<b>BA</b> <input type="checkbox"/> <b>MAT</b> <input type="checkbox"/>		
<b>NLU ID #</b>	<b>Course:</b>		
<b>School:</b>	<b>Grade Level:</b>		
<b>District #</b>			
<b>Initiated by:</b>	<b>Role:</b>		
<b>Step 1, 2, &amp; 3: Attach written documentation. Include implication for grade and/or placement.</b>			
<b>Brief description of the nature of the concerns</b>			
<b>Agreed upon solution</b>			
<b>Timeline for implementation</b>			
<b>Signatures as required</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Teacher Candidate</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cooperating Teacher</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>University Supervisor</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Seminar Leader/Course Instructor</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program Chair</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Copy to Director for Teacher Preparation

## 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

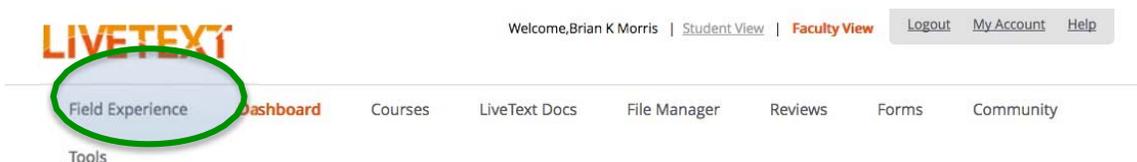


### LIVETEXT Login Instructions:

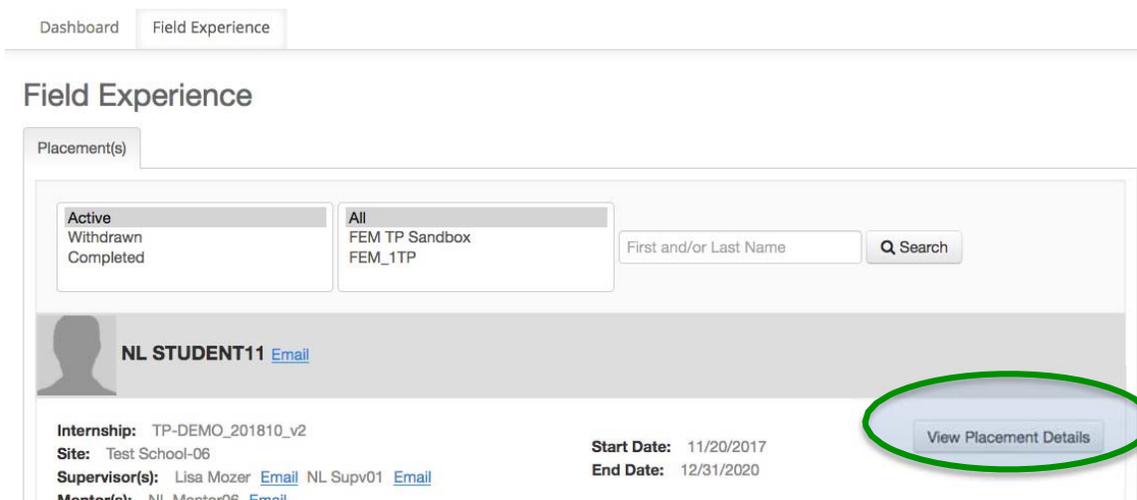
1. Go to [www.livertext.com](http://www.livertext.com)
2. Click the **Login** button at the top right of the page and enter your username and password.



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.

The screenshot shows a web interface with a 'Field Experience' tab. At the top, it identifies 'NL STUDENT11 (Intern)'. The interface is divided into three main sections:

- Placement Details:** Lists the intern (NL STUDENT11), supervisors (Lisa Mozer, Brian Morris), and mentors (NL Supv01, NL Mentor06). It also shows the start date (11/20/2017), end date (12/31/2020), and status (Active). There is an 'Email All' button.
- Assessments:** Displays a list of assessments. One assessment, 'Teacher Prep Competency Appraisal (v201810)\_ECE Demo' dated 2017-11-27, is listed 'By NL Mentor06'. A 'Begin Assessment' button is highlighted with a green circle. Another assessment is listed 'By Lisa Mozer' with a date of 01/31/2018.
- Time Log:** Shows 'Required Hours:0' and a table with columns for Date, Category, Activity, Add'l Info, and HH:MM. The 'Total' row shows 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)

**Candidate Handbook**

The Office of Field Experiences section of the MGE Master of Arts in Teaching Candidate Handbook also offers information related to MGE 505/MGE 590 experiences.

## Appendix 1

### National College of Education/ National Louis University School of Teacher Preparation Observation Form

<i>Please mark the experience being observed</i>				
<input type="checkbox"/> Practicum I	<input type="checkbox"/> Practicum II	<input type="checkbox"/> Practicum III	<input checked="" type="checkbox"/> Student Teaching	<input type="checkbox"/> Internship

<b>Date</b>			
<b>Teacher Candidate</b>		<b>Program</b>	
<b>Cooperating/Mentor Teacher</b>		<b>Seminar Leader</b>	
<b>Grade/Content Area</b>		<b>University Supervisor</b>	
<b>School</b>		<b>Visit #</b>	

Use the space below to record **Observation Notes**. Document evidence of lesson design and implementation including areas such as: opening, procedures, closure, student engagement, questioning and discussion strategies, assessment and differentiation. Refer to the InTASC standards cross-walked to the Danielson Framework on page 2 to record additional comments/evidence. Attach a copy of the lesson plan.

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InTASC Standards/Danielson Framework for Teaching	Comments/Evidence
<b>Planning and Preparation</b>	
<u>Planning for Instruction:</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
<u>Learner Development:</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
<u>Content Knowledge:</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	
<u>Assessment:</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
<b>Classroom Environment</b>	
<u>Learning Environment:</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.	
<u>Learning Differences:</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
<b>Instruction</b>	
<u>Instructional Strategies:</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
<u>Application of Content:</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.	

## **Post Observation Conference Notes and Goal Setting**

Please use your observations to capture summarizing notes, citing specific examples about the strengths you see in the candidate's practice, as well as specific areas of growth.

***Specific strengths:***

***Specific Areas for future development along with suggestions about how a candidate can continue to develop their practice:***

Standards and framework used for the basis of the Observation Form linked to the Competency Appraisal *inTASC*: <https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

*Danielson Framework*: <https://www.danielsongroup.org/framework/>

**Supervisors upload this mobile-device friendly version of the observation form to the Livetext FEM account of the teacher candidate.**

**Appendix 2**  
**Competency Appraisal for Practicum and Student Teaching**  
**Middle Grades English/Language Arts**  
**Given in MGE 505 and 590**  
**Signature Assessment**

**Context and Overview for Assessment**

This Competency Appraisal is a tool used to assess the active involvement of the National Louis middle grades candidate during the MGE 505 and 590 teaching experience. The Competency Appraisals help determine the course grade for the coursework and teaching done and become a part of the candidate's permanent record at the university. The Competency Appraisal assessment is used three times, once in MGE 505 and twice in MGE 590. The Cooperating Teacher, Candidate and University Supervisor each completes a Competency Appraisal. The final competency appraisal will be saved in Live Text.

**Standards Addressed**

The Association of Middle Level Education/ Illinois State Board of Education Middle Grades Standards are used to assess the candidate for the Middle Grades Education Program. **NOTE: The State of Illinois has adopted the AMLE Standards as the ISBE Middle Grades Standards.** The International Literacy Association Standards are used for the specific content endorsement. These standards are found at the end of the document.

Competency Appraisals are tools used to assess the progress of the teacher candidate [the National Louis student] 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 Competency Appraisal assessment instrument is an adaptation of Charlotte Danielson's *Framework for Professional Practice*. In this framework, Danielson explains that typical early-career teachers are likely to have a mix of 'basic' and 'proficient' components to their practice and teachers with any 'unsatisfactory' components to their practice are in immediate need of targeted professional development to improve.

As such, we expect that teacher candidates from the NLU teacher preparation programs to perform at a level generally expected by a novice teacher. As a beginning teacher, we expect at least 'basic' in all components of practice; ideally, student teachers are also 'proficient' in several components and clearly trend towards proficiency in all components. 'Not observed' has been included for those areas when something is not observable or cannot be evaluated.

<b>Glossary of Terms</b>	
<b>Proficient:</b>	Candidate demonstrates mastery at a consistently professional level.
<b>Basic:</b>	Candidate demonstrates the necessary knowledge and skills but their applications are inconsistent
<b>Unsatisfactory:</b>	Candidate performance is consistently below standards
<b>Not Observed</b>	Candidate performance does not yield sufficient evidence to make a judgment.

<b>Mastery:</b>	Comprehensive knowledge or skill
<b>Consistent:</b>	Acting or performing in the same way over time
<b>Inconsistent</b>	Not performing on a regular basis over time

**PERFORMANCE STANDARDS**

	<b>Standards</b>	<b>Not Observed</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>
<b>SCORING GUIDE</b>		<b>Candidate performance does not yield sufficient evidence to make a judgment.</b>	<b>Candidate performance is consistently below standards.</b>	<b>Candidate demonstrates the necessary knowledge and skills but their applications are inconsistent.</b>	<b>Candidate demonstrates mastery at a consistently professional level.</b>

**InTASC Standard 1: Learner Development (AMLE/ISBE MG: 1a, 1c, 4d; ILA: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.3)**  
 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<b>Child Development</b>	InTASC: 1  AMLE/ISBE MG: 1a, 1c, 4d  ILA: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.3	Not applicable and/or lack of basis for judgment at this time	Candidate does not create or implement developmentally appropriate and challenging learning experiences based on learner needs.	Candidate implements developmentally appropriate and challenging learning experiences based on learner needs.	Candidate modifies and implements developmentally appropriate and challenging learning experiences based on identified individual learner needs.
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**Strengths and/or recommendations for improvement:**

**InTASC Standard 2: Learning Differences (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; ILA: 1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 5.3, 5.4)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<b>Differentiation Strategies</b>	InTASC: 2  AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d	Not applicable and/or lack of basis for judgment at this time.	Candidate does not implement differentiation strategies, or the strategies employed are limited.	Differentiation strategies are present and actively address at least one of the dimensions of diversity: cultural and ethnic	Candidate consistently implements differentiation strategies to promote the learning of diverse students, and actively
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	ILA: 1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 5.3, 5.4			diversity, English language learners, academically disadvantaged, and gifted students.	addresses multiple dimensions including cultural and ethnic diversity, English language learners, academically disadvantaged and gifted students.
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**Strengths and/or recommendations for improvement:**

**InTASC Standard 3: Learning Environment (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; ILA: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.3, 5.4)**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self- motivation.

<b>Creating Classroom Community</b>	InTASC 3  AMLE/ISBE MG 1a, 1c  ILA 2.2, 2.2, 3.2, 3.3	Not applicable and/or lack of basis for judgment at this time.	There is minimal evidence of positive classroom community; few students are comfortable participating.	Candidate attempts to build relationships with students and create a respectful learning community; most students are comfortable expressing their ideas.	Candidate builds strong relationships with students and creates a respectful learning environment in which all students are comfortable in expressing their ideas.
<b>Classroom Procedures</b>	InTASC 3  AMLE/ISBE MG: 1b, 1d, 4b, 4d  ILA 2.1, 3.1, 3.4, 5.3, 5.4	Not applicable and/or lack of basis for judgment at this time.	Candidate's communication of procedures is inconsistent; students often do not know what they are supposed to do and the candidate does not recognize confusion.	Candidate creates and communicates classroom procedures; procedures are sometimes not clearly expressed or understood by all students.	Candidate creates and communicates classroom procedures; frequently procedures are expressed with clarity and understood by all students.

**Strengths and/or recommendations for improvement:**

**InTASC Standard 4: Content Knowledge (AMLE/ISBE MG: 2a, 4a, 4b; ILA: 1.3, 2.1, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.4)**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

<b>Subject Matter Content Knowledge</b>	InTASC: 4  AMLE/ISBE MG: 2a, 4a, 4b  ILA: 1.3, 2.1, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.4	Not applicable and/or lack of basis for judgment at this time.	Candidate demonstrates limited content knowledge in the subjects they teach and do not pursue the acquisition of additional knowledge.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subjects they teach.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subjects they teach, and seeks the knowledge needed to improve the effectiveness of their teaching.
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**Strengths and/or recommendations for improvement:**

**InTASC Standard 5: Application of Content (AMLE/ISBE MG: 2a, 4a, 4b; ILA: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.2, 5.3, 5.4)**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

<b>Application of Content Knowledge</b>	InTASC: 5  AMLE/ISBE MG: 2a, 4a, 4b;  ILA: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.2, 5.3, 5.4	Not applicable and/or lack of basis for judgment at this time.	Candidate does not attempt to connect content areas in a meaningful way.	Candidate recognizes and models content principles and connections to real-world problems.	Candidate provides curricular experiences in which each student is able to apply content principles to solve unfamiliar and real-world problems.
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**Strengths and/or recommendations for improvement:**

**InTASC Standard 6: Assessment (AMLE/ISBE MG: 2a, 4a, 4b, 4c, 4d; ILA: 3.1, 3.2, 3.3, 3.4)**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

<b>Assessing Student Learning</b>	InTASC: 6  AMLE/ISBE MG: 2a, 4a, 4b, 4c  ILA: 3.1, 3.2, 3.3,	Not applicable and/or lack of basis for judgment at this time.	Assessments used by candidate are not aligned with learning outcomes.	Candidate uses assessments aligned to learning outcomes to inform instruction.	Candidate uses formative and/or summative assessments that align with learning outcomes to inform instruction.
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<b>Providing Feedback to Learners</b>	InTASC: 6  AMLE/ISBE MG: 2a, 4a, 4b, 4c, 4d  ILA: 3.2, 3.4	Not applicable and/or lack of basis for judgment at this time.	Candidate does not provide meaningful feedback.	Candidate provides learners with meaningful feedback but not always with consistency.	Candidate provides learners with ongoing, meaningful feedback and encourages students to self-evaluate.
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**Strengths and/or recommendations for improvement:**

**InTASC Standard 7: Planning for Instruction (AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d; ILA: 1.3, 2.1, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.4)**  
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<b>Designing Instruction/ Lesson Planning</b>	InTASC: 7  AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d  ILA: 1.3, 2.1, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.4	Not applicable and/or lack of basis for judgment at this time.	Candidate does not use knowledge of students to design lessons that engage students and meet the needs of all learners.	Candidate attempts to use knowledge of students to design learning experiences; however, lessons only sometimes engage students and/or meet the needs of all learners.	Candidate uses knowledge of students to effectively design learning experiences that engage, challenge, and meet the needs of all learners.
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<b>Learning goals and curriculum standards applied</b>	InTASC: 7  AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d  ILA: 1.3, 2.1, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 5.4	Not applicable and/or lack of basis for judgment at this time.	Learning objectives and/or standards are poorly defined or missing, and/or the listed curriculum standards do not match the learning objectives.	Learning objectives and curriculum standards are stated but the alignment between them is unclear.	Learning objectives of the lesson are clearly defined, curriculum standards are listed, and connections between the two are well articulated.
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**Strengths and/or recommendations for improvement:**

**InTASC Standard 8: Instructional Strategies (AMLE/ISBE MG: 2c, 3b, 4a, 4b; ILA: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.3)**  
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<b>Instructional Tools</b>	InTASC: 8  AMLE/ISBE MG: 2c, 3b, 4a, 4b  ILA: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.3	Not applicable and/or lack of basis for judgment at this time.	Instructional tools are not present in the candidate's teaching and/or their use is perfunctory and do not support student learning.	Candidate selects and uses instructional tools to demonstrate concepts and procedures.	Candidate's selection and use of instructional tools is creative and engaging, and well suited to build students' conceptual understanding.
<b>Integration of Technology</b>	InTASC: 8  AMLE/ISBE MG: 4a, 4b  ILA: : 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1	Not applicable and/or lack of basis for judgment at this time.  Not applicable and/or lack of basis for judgment at this time.	Instructional technology used is unrelated to instructional outcomes and rarely used to augment learning in the classroom.	Candidate uses instructional technology that is mostly appropriate to the instructional outcomes, engaging students most of the time.	Candidate uses instructional technology that is appropriate to the instructional outcomes, complements content- specific material, and actively engages students.

**Strengths and/or recommendations for improvement:**

**InTASC Standard 9: Professional Learning and Ethical Practice (AMLE/ISBE MG: 3b, 5a, 5b, 5c, 5d; ILA: 6.1, 6.2, 6.3, 6.4)**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<b>Reflective Classroom Practice</b>	InTASC: 9  AMLE/ISBE MG: 3b, 5a, 5b, 5c, 5d  ILA: 6.1, 6.2, 6.3, 6.	Not applicable and/or lack of basis for judgment at this time.	Reflections from candidate reveal a lack of self- awareness of classroom practice; candidate does not accept constructive feedback.	Reflections from candidate show some self-awareness of classroom practice; however, candidate is unsure of what steps to take toward improvement. Candidate does accept feedback, but may not act upon it.	Candidate actively seeks feedback from university supervisor and cooperating teacher. Reflections demonstrate self-awareness of effective classroom practice and include dynamic steps toward improvement.
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**Strengths and/or recommendations for improvement:**

**InTASC Standard 10: Leadership and Collaboration (AMLE/ISBE MG: 5a, 5b, 5c, 5d; ILA: 6.1, 6.2, 6.3, 6.4)**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<b>Roles and responsibilities of being a teacher</b>	InTASC: 10  AMLE/ISBE MG: 5a, 5b, 5c, 5d  ILA: 6.1, 6.2, 6.3, 6.4	Not applicable and/or lack of basis for judgment at this time.	Candidate does not understand the roles and responsibilities of a teacher both inside and outside of the classroom.	Candidate understands classroom responsibilities but does not exhibit a clear understanding of all teacher roles inside and outside the classroom.	Candidate clearly understands the roles and responsibilities of being a teacher, including those responsibilities outside of the classroom (e.g. timeliness, preparedness, collegiality, communication with parents and other staff members).
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**Strengths and/or recommendations for improvement:**

## Addendum for AMLE Standards

### **AMLE Standard 1: Young Adolescent Development:**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, the research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents

<b>Young adolescent development</b>	AMLE: 1a, 1c	Not applicable and/or lack of basis for judgment at this time.	Candidate does not create or implement developmentally appropriate and challenging learning experiences based on young adolescent needs.	Candidate demonstrates understanding of and implements developmentally appropriate and challenging learning experiences based on young adolescent needs.	Candidate demonstrates understanding of and modifies and implements developmentally appropriate and challenging learning experiences based on identified individual young adolescent needs.
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**Strengths and/or recommendations for improvement:**

**AMLE Standard 2: Middle Level Curriculum**

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

<b>Subject matter content knowledge</b>	AMLE: 2a	Not applicable and/or lack of basis for judgment at this time.	Candidate demonstrates limited content knowledge in the subject(s) taught and do not pursue the acquisition of additional knowledge.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subject(s) taught.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subject(s) taught, and seeks the knowledge needed to improve the effectiveness of teaching.
<b>Interdisciplinary nature of knowledge</b>	AMLE: 2c	Not applicable and/or lack of basis for judgment at this time.	Candidate does not attempt to connect content areas in a meaningful way.	Candidate recognizes and models content principles and connections to real-world issues.	Candidate provides curricular experiences in which each young adolescent is able to apply content principles to address unfamiliar and real-world issues.

**Strengths and/or recommendations for improvement:**

**AMLE Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

<b>Middle level organization and best practices</b>	AMLE: 3b	Not applicable and/or lack of basis for judgment at this time.	Developmental responsiveness is not apparent in classroom practices.	Candidate demonstrates understanding of developmentally responsive middle level practices.	Candidate demonstrates full understanding of developmentally responsive middle level practices and successfully collaborates within the team and school structures.
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**Strengths and/or recommendations for improvement:**

**AMLE Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

<b>Middle level instruction</b>	AMLE: 4b, 4d	Not applicable and/or lack of basis for judgment at this time.	Instructional tools are not present in the candidate's teaching and/or their use is perfunctory and do not support young adolescent learning.	Candidate selects and uses instructional tools to demonstrate concepts and procedures.	Candidate's selection and use of instructional tools is creative and engaging, and well suited to build young adolescents' conceptual understanding and motivation.
<b>Middle level assessment</b>	AMLE: 4c	Not applicable and/or lack of basis for judgment at this time	Assessments used by candidate are not aligned with learning outcomes.	Candidate uses assessments aligned to learning outcomes to inform instruction.	Candidate uses formative and/or summative assessments that align with learning outcomes to inform instruction.

**Strengths and/or recommendations for improvement:**

**AMLE Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

<b>Middle level professional roles</b>	AMLE: 5a, 5b	Not applicable and/or lack of basis for judgment at this time.	Candidate does not understand the roles and responsibilities of a middle grades teacher both inside and outside of the classroom.	Candidate understands classroom responsibilities but does not exhibit a clear understanding of all middle grades teacher roles.	Candidate clearly understands the roles and responsibilities of being a middle grades teacher, including being an advocate for young adolescents and middle level education.
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**Strengths and/or recommendations for improvement:**

**Association for Middle Level Education/Illinois State Board of Education Middle Grades Standards**

**Standard 1: Young Adolescent Development:**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, the research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescent

- a. Knowledge of young adolescent development
- b. Knowledge of the implications of diversity on young adolescent development
- c. Implications of young adolescent development for middle level curriculum and instruction
- d. Implications of young adolescent development for middle level programs and practices

**Standard 2: Middle Level Curriculum**

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- a. Subject matter content knowledge
- b. Middle level student standards

- c. Interdisciplinary nature of knowledge

### **Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

- a. Middle level philosophical foundations
- b. Middle level organization and best practices

### **Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- a. Content pedagogy
- b. Middle level instructional strategies
- c. Middle level assessment and data-informed instruction
- d. Young adolescent motivation

### **Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

- a. Professional roles of middle level teachers
- b. Advocacy for young adolescents and developmentally responsive schooling practices
- c. Working with family members and community involvement
- d. Dispositions and professional behaviors

## **International Literacy Association Standards**

### **ILA Standard 1: Foundational Knowledge**

*Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.*

- 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
- 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

### **ILA Standard 2: Curriculum and Instruction**

*Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*

- 2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- 2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- 2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**ILA Standard 3: Assessment and Evaluation**

*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

- 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.
- 3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
- 3.3 Candidates use assessment information to plan and evaluate instruction.
- 3.4 Candidates communicate assessment results and implications to a variety of audiences.

**ILA Standard 4: Diversity**

*Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

- 4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- 4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 4.3 Candidates develop and implement strategies to advocate for equity.

**ILA Standard 5: Literate Environment**

*Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

- 5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
- 5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
- 5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

- 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

**ILA Standard 6: Professional Learning and Leadership**

*Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

- 6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
- 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
- 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
- 6.4 Candidates understand and influence local, state, or national policy decisions.

**The following are excerpts from the Mathematics, Science, and Social Studies Competency Appraisals which differ (the other areas are the same for each content area):**

**MATHEMATICS:**

**InTASC Standard 1:** Learner Development (AMLE/ISBE MG: 1a, 1c, 4d; NCTM: 3a, 3g, 4a, 4b, 4c, 4d)

**InTASC Standard 2:** Learning Differences (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; NCTM: 3a, 3g, 4a, 4b, 4c, 4d, 5b)

**InTASC Standard 3:** Learning Environment (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; NCTM: 3a, 3g, 4a, 4b, 4c, 4d, 4e, 5b, 6b)

**InTASC Standard 4:** Content Knowledge (AMLE/ISBE MG: 2a, 4a, 4b; NCTM: 1a, 2b, 3a, 3g, 4e, 5b, 6b)

**InTASC Standard 5:** Application of Content (AMLE/ISBE MG: 2a, 4a, 4b; NCTM: 1a, 2a, 2b, 2c, 2d, 2e, 2f, 3e, 3g, 4e, 5a, 5c, 6b)

**InTASC Standard 6:** Assessment (AMLE/ISBE MG: 2a, 4a, 4b, 4c, 4d; NCTM: 2a, 3d, 3f, 3g, 5a, 5c, 6b)

**InTASC Standard 7:** Planning for Instruction (AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d; NCTM: 1a, 3a, 3b, 3c, 3d, 3e, 3f, 4e, 5a, 6b)

**InTASC Standard 8:** Instructional Strategies (AMLE/ISBE MG: 2c, 3b, 4a, 4b; NCTM: 3c, 3d, 4e)

**InTASC Standard 9:** Professional Learning and Ethical Practice (AMLE/ISBE MG: 3b, 5a, 5b, 5c, 5d; NCTM: 3d, 4e, 6a, 6b, 6c)

**InTASC Standard 10:** Leadership and Collaboration (AMLE/ISBE MG: 5a, 5b, 5c, 5d; NCTM: 6a, 6b, 6c)

**NCTM CAEP Standards (2012) – Middle Grades (Initial Preparation)**

**Standard 1: Content Knowledge**

Effective teachers of middle grades mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Preservice teacher candidates:

**1a)** Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as outlined in the *NCTM CAEP Mathematics Content for Middle Grades*.

### **Standard 2: Mathematical Practices**

Effective teachers of middle grades mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

Preservice teacher candidates:

**2a)** Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

**2b)** Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

**2c)** Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

**2d)** Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

**2e)** Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

**2f)** Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

### **Standard 3: Content Pedagogy**

Effective teachers of middle grades mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Preservice teacher candidates:

**3a)** Apply knowledge of curriculum standards for middle grades mathematics and their relationship to student learning within and across mathematical domains.

**3b)** Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

**3c)** Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

**3d)** Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

**3e)** Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies,

**3f)** Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

**3g)** Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

#### **Standard 4: Mathematical Learning Environment**

Effective teachers of middle grades mathematics exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Preservice teacher candidates:

**4a)** Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

**4b)** Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

**4c)** Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

**4d)** Demonstrate equitable and ethical treatment of and high expectations for all students.

**4e)** Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

#### **Standard 5: Impact on Student Learning**

Effective teachers of middle grades mathematics provide evidence demonstrating that as a result of their instruction, middle grades students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a positive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Preservice teacher candidates:

**5a)** Verify that middle grades students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

**5b)** Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

**5c)** Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

### **Standard 6: Professional Knowledge and Skills**

Effective teachers of middle grades mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Preservice teacher candidates:

**6a)** Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.

**6b)** Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

**6c)** Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

### **SCIENCE:**

**InTASC Standard 1:** Learner Development (AMLE/ISBE MG: 1a, 1c, 4d; NSTA: 2, 3)

**InTASC Standard 2:** Learning Differences (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; NSTA: 2, 3)

**InTASC Standard 3:** Learning Environment (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; NSTA: 3, 4, 5, 6)

**InTASC Standard 4:** Content Knowledge (AMLE/ISBE MG: 2a, 4a, 4b; NSTA: 1, 2, 4, 5, 6)

**InTASC Standard 5:** Application of Content (AMLE/ISBE MG: 2a, 4a, 4b; NSTA: 1, 2, 3, 4, 5, 6)

**InTASC Standard 6:** Assessment (AMLE/ISBE MG: 2a, 4a, 4b, 4c, 4d; NSTA: 2, 3, 5)

**InTASC Standard 7:** Planning for Instruction (AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d; NSTA: 1, 2, 3, 4, 5)

**InTASC Standard 8:** Instructional Strategies (AMLE/ISBE MG: 2c, 3b, 4a, 4b; NSTA: 2, 3, 4, 5)

**InTASC Standard 9:** Professional Learning and Ethical Practice (AMLE/ISBE MG: 3b, 5a, 5b, 5c, 5d; NSTA: 1, 2, 3, 4, 5, 6)

**InTASC Standard 10:** Leadership and Collaboration (AMLE/ISBE MG: 5a, 5b, 5c, 5d; NSTA: 6)

### **National Science Teachers Association Science Standards**

#### **NSTA Standard 1:**

**Content Knowledge** Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

#### **NSTA Standard 2:**

**Content Pedagogy:** Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

#### **NSTA Standard 3:**

**Learning Environments:** Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to

achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

#### **NSTA Standard 4:**

**Safety:** Effective teachers of science can, in a classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

#### **NSTA Standard 5:**

**Impact on Student Learning:** Effective teachers of science provide evidence to show that P-12 students have understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

#### **NSTA Standard 6:**

**Professional Knowledge and Skills:** Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

#### **SOCIAL STUDIES:**

**InTASC Standard 1:** Learner Development (AMLE/ISBE MG: 1a, 1c, 4d; NCSS: 3a, 4a, 5a)

**InTASC Standard 2:** Learning Differences (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; NCSS: 3e, 4a, 5c)

**InTASC Standard 3:** Learning Environment (AMLE/ISBE MG: 1a, 1b, 1c, 1d, 4b, 4d; NCSS: 4a, 4b, 4c, 5b, 5c)

**InTASC Standard 4:** Content Knowledge (AMLE/ISBE MG: 2a, 4a, 4b; NCSS: 1a, 1b, 1c)

**InTASC Standard 5:** Application of Content (AMLE/ISBE MG: 2a, 4a, 4b; NCSS: 2a, 2b, 2c, 2d, 2e)

**InTASC Standard 6:** Assessment (AMLE/ISBE MG: 2a, 4a, 4b, 4c, 4d; NCSS: 2d, 3a, 3c, 3d, 3e)

**InTASC Standard 7:** Planning for Instruction (AMLE/ISBE MG: 2a, 2b, 2c, 4a, 4b, 4d; NCSS: 2a, 2b, 2c, 2d, 2e, 3a, 3b)

**InTASC Standard 8:** Instructional Strategies (AMLE/ISBE MG: 2c, 3b, 4a, 4b; NCSS: 2d, 2e, 5a )

**InTASC Standard 9:** Professional Learning and Ethical Practice (AMLE/ISBE MG: 3b, 5a, 5b, 5c, 5d; NCSS: 3c, 3d, 3e, 5a, 5b, 5c)

**InTASC Standard 10:** Leadership and Collaboration (AMLE/ISBE MG: 5a, 5b, 5c, 5d; NCSS: 5a, 5b, 5c)

#### **National Council for the Social Studies**

#### **National Standards for the Preparation of Social Studies Teachers**

#### **Standard 1. Content Knowledge**

**Standard 1: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.**

**Element 1a:** Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

**Element 1b:** Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.

**Element 1c:** Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

## **Standard 2. Application of Content Through Planning**

**Standard 2:** Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

**Element 2a:** Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research.

**Element 2b:** Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

**Element 2c:** Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.

**Element 2d:** Candidates plan learning sequences where learners create disciplinary forms of representation that conveys social studies knowledge and civic competence.

**Element 2e:** Candidates plan learning sequences that use technology to foster civic competence.

## **Standard 3. Design and Implementation of Instruction and Assessment**

**Standard 3:** Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.

**Element 3a:** Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

**Element 3b:** Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.

**Element 3c:** Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

**Element 3d:** Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

**Element 3e:** Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

## **Standard 4. Social Studies Learners and Learning**

**Standard 4:** Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

**Element 4a:** Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

**Element 4b:** Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

**Element 4c:** Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

## **Standard 5. Professional Responsibility and Informed Action**

**Standard 5:** Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

**Element 5a:** Candidates use theory and research to continually improve their social studies knowledge,

inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

**Element 5b:** Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

**Element 5c:** Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.