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NATIONAL COLLEGE OF EDUCATION AT NATIONAL LOUIS UNIVERSITY

Master of Arts in Teaching [M.A.T.] Secondary Education

**Candidate Handbook
Grades 6-12**

2018 - 2019 Edition

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Welcome to the Master of Arts in Teaching [MAT] program in Secondary Education at National Louis University

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

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

The focus the Secondary Education MAT program is on the preparation of prospective teachers who will provide learning opportunities for Grades 6-12 (in Foreign Language K-12) with concern for them as human beings and for their unique learning styles. We want our candidates to examine learning and learners in a way that will inform instructional practices. As a result, we believe that the teachers who graduate from this program will have the tools to affect positive change.

NATIONAL COLLEGE OF EDUCATION

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NCE Conceptual Framework

A Professional Community Advocating for All Learners

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

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

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

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

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

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

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

NATIONAL COLLEGE OF EDUCATION

Mission:

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

Philosophy and Knowledge Base:

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

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

Purposes, Professional Commitments, and Dispositions:

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

Performance Expectations:

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

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

Teacher Preparation Priorities

Program-Level Outcomes associated with MAT Secondary Education

1. Inquire collaboratively to enhance, facilitate, and develop effective teaching and learning, research, and service.
2. Collaborate on purposeful school and community engagement.
3. Improve student competency by developing practice-driven learning experiences.
4. Reflect critically to develop their professional identity as an educator

General Program Information

Admission Requirements

Criteria for admission to the M.A.T. in Secondary Education include:

1. Baccalaureate degree from a Regionally Accredited Institution.
2. Passing scores on the content area test (ILTS).
3. Three professional or academic references.
4. Completion of general education coursework with no grade lower than C on an official transcript(s)
5. Completion of 32 required semester hours with no grade lower than C in an area of specialization on an official transcript(s).
6. Grade point average of 2.5 or better in area of licensure, with grades no lower than B in 12 semester hours of upper-division courses.
7. Grade point average (GPA) of 3.0 in last 60 hours of coursework for full admission. GPAs between 2.5 and 2.9 will be considered for provisional admission on an individual basis
8. Students who wish to obtain a Social Studies Endorsement are required to take and pass the Praxis II Social Studies Content Knowledge Examination (#0081). Official score reports must be submitted to the office of Admissions. To be eligible for full admission, applicants must pass at least 5 of 6 categories of the exam, including the category covering the applicants' area of endorsement in the field of licensure. If applicants passes 3 or more but fewer than 5 categories including the area of endorsement, they can be considered for admission with a four-course review status. Students admitted with a four-course review will be assigned a Social Studies advisor go remediate at least two of their deficient categories. Applicants passing fewer than three categories will not be admitted. Applicants can retake them Praxis Social Studies Content Knowledge exam as many times as necessary. Register at: http://www.ets.org/praxis/register/centers_dates/praxisii_deadlines
9. Students who wish to obtain foreign language licensure are required to take and pass the state foreign language exam as well as the ACTFL Oral Proficiency Interview (OPI). Students who take the ACTFL OPI must earn a minimum score of Advanced-Low as a prerequisite for admission to the MAT program. Students who do not earn the minimum score will not be eligible for admission to the MAT program.

General Student Information

Credit by Examination

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

Delivery of the Program

The Master of Arts in Teaching degree is an Illinois approved program for initial licensure in Secondary Education. The Professional Educator License [PEL] earned in Illinois is for Grades 6-12.

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

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

Content Area Recommendations

Administrators often examine transcripts prior to student teaching placement and when considering candidates for teaching positions. Although the transcript review may indicate the applicant meets the requirements for the program, some schools have different requirements for their teachers. A student teaching placement is not guaranteed. The placement is dependent upon the candidate's student teaching file and availability of placements. It is recommended that students examine their transcripts prior to enrolling in this program for:

- Coursework that matches the types of courses that secondary schools offer. For example, a communications major may meet the requirements for an English teacher but have a limited number of literature courses;
- English departments at the high school level typically offer American literature, British literature and multi-cultural literature courses. A student wanting to maximize opportunities for employment may want to consider taking additional courses in these areas prior to entering the program.
- Social Studies departments offer American History and multi-cultural history courses. If the intended area for licensure is a less-common offering such as Psychology or Geography, for example, candidates will want to have more commonly taught offerings on their transcripts of study for purposes of student teaching placement.

- Coursework that is recent. Students who have not been working in the field in which they are seeking licensure and who earned credits more than ten years prior to the transcript review should consider taking courses in the field prior to entering the program.

Student Guidebook

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

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

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

LiveText

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

During the first term of enrollment in NCE, an email with instructions for completing LiveText registration is sent. As the subscription cost is included in the Student Fees, the fee can be covered by Financial Aid. The sender of the email will appear as "LiveText" Support. If a candidate previously had a LiveText account at NLU or another institution, information of how to transfer that account will be provided in the email.

Student Support for LiveText

1. Check NLU's LiveText website at <http://www.nl.edu/portfolios> for *Basic Steps for Beginners*.
2. While logged into your LiveText account, a Help button appears in the upper right of the screen. Click that "help" button. On the next webpage, click on the most recent "User Guide". This will bring 60 pages of LiveText help.

Help by Phone/Email:

3. Contact the NLU LiveText Support Team: **(312) 261-3343**, or send an email to livetext@nl.edu. This is an NLU internal department. NLU operators are available Sunday-Thursday 6pm-8pm. At other times, leave a message to be called back within 24 hours.
4. Contact LiveText directly:
(866) L-I-V-E-T-E-X-T, that's **(866) 548-3839**.
(Or send an email to Support@livetext.com) They answer calls from LiveText users worldwide.

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

computer classes.

NLU Library and Learning Support

There is a library branch on each NLU campus. Many resources are also available for NLU students online at www.nl.edu/library. Hours at each campus vary and can be found at the Library tab on the NLU homepage. Learning Support offers a variety of services designed specifically to address candidates' needs – learning assistance and tutoring in-person and online; test preparation workshops; in-class presentations; workshops on a variety of topics; initial assessment of candidates' academic skills; plus various other forms of assistance including accommodations for candidates who have special academic needs.

Technology and Student Email Accounts

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

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

Cell Phone and Laptop Use

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

Textbooks

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

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

Policy Regarding Physical Fitness

The Illinois School Code requires that all adults in schools must be physically healthy. The **Code [105 ILCS 5/24]** reads as follows: "Employee" means any employee of a school district, a student teacher, an employee of a contractor that provides services to students or in schools, or any other individual subject to the requirements." Practicum candidates must also meet this requirement. "School boards shall require of new employees evidence of physical fitness to perform duties assigned and freedom from communicable disease. Such evidence shall consist of a physical examination by a physician licensed in Illinois or any other state to practice medicine and surgery in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or by a physician assistant

who has been delegated the authority to perform health examinations by his or her supervising physician not more than 90 days preceding time of presentation to the boards, and the cost of such examination shall rest with the employee.”

Course of Study

Term	Course No.	Course Title	SH
Variable	RLR 540**	Teaching Content Area Literacy at the Middle and Secondary Level	3
	EPS 511**	Human Learning and Development in Instructional Contexts	2
	SPE 500	Introduction to Exceptional Children and Adolescents/Special Education	3
	CIL 505	Methods and Materials for Teaching English as a Second Language	3
Fall			
	SEC 502	Introduction to Teaching as the Secondary Level	5
Winter		<i>Campus locations for SEC 510-524 may change for some cohorts and candidates from other cohorts will be combined.</i>	
	SEC 510*	Methods of Teaching Biology at the Secondary Level	5
	SEC 512*	Methods of Teaching Language Arts/English at the Secondary Level	5
	SEC 514*	Methods of Teaching Mathematics at the Secondary Level	5
	SEC 516*	Methods of Teaching Physical Science at the Secondary Level	5
	SEC 518*	Methods of Teaching Social Studies at the Secondary Level	5
	SEC 522*	Methods of Teaching Classical Languages at the Secondary Level	5
	SEC 524*	Methods of Teaching World Languages at the Secondary Level	5
Spring			
	SEC 590A*	Student Teaching Secondary School Biology	6
	SEC 590B*	Student Teaching Secondary School Language Arts/English	6
	SEC 590C*	Student Teaching Secondary School Mathematics	6
	SEC 590D*	Student Teaching Secondary School Physical Science	6
	SEC 590E*	Student Teaching Secondary School Social Studies	6
	SEC 590F*	Student Teaching K-12: Modern World Languages	6

*For courses SEC 510 - 524 and SEC 590 A – F, each student will choose a content area and take the corresponding course with the appropriate course number ONLY. These second-term courses may change campus locations and day of the week for some candidates. Since methods instructors are often practicing teachers, time restrictions, school district commitments, and or travel times are considered when selecting a location.

**Students may register for these courses before admission and they must be completed prior to student teaching.

Program Electives for MAT Degree

To complete the M.A.T. degree, students must decide on a particular program area and complete 2 courses from that program area within 6 years of completing the first course in the M.A.T. program. Electives must be within one program area only - e.g. Special Education.

Electives for the MAT degree (Choose 1 Option) 6 SH

Option: Focus on English as a Second Language
CIL 500 Foundations of ESL and Bilingual Education 3SH
CIL 510 Assessment of ESL and Bilingual Education Students 3SH
Option: Focus on Mathematics
MHE 509 Topics in Calculus and Discrete Mathematics 3SH
MHE 512 Topics and Applications of Statistics and Probability 3SH
Option: Focus on Middle Grades
MGE 501 Introduction to Middle Grades Education: Young Adolescents in Context I 2-3SH (Must be taken for 3 SH)
MGE 509 Integrated Curriculum in the Middle Grades 3SH
Option: Focus on Reading (choose 2)
RLW 541 Teaching Writing 3SH OR
RLL 520 Survey of Youth Literature, PreK-12 3SH OR
RLR 502 Teaching Comprehension and Content Reading 3SH
Option: Focus on Exceptional Children and Learning (Special Education)
SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents 3SH
SPE 506 Frameworks, Perspectives, and Collaboration in Special Education 3SH

Descriptions of Courses Required for Licensure

EPS 511 Human Learning and Development in Instructional Contexts

Candidates learn information from evidence-based foundational psychological theories and research that address human development and how people learn and apply this knowledge to the design of teaching and learning experiences in P-12 classrooms. Cognitive and social-emotional development and learning processes of P-12 learners are examined. Candidates learn how to use high-leverage practices and habits of mind that promote ongoing learning and mental health in schools and acquire skill in creating safe, supportive and productive classroom climates. *(2 semester hours)*

RLR 540 Teaching Content Area Literacy at the Middle and Secondary Level

This course focuses on the development of reading in the middle and secondary grades, particularly on the reading to learn from expository text materials, digital texts and other media. Teaching methods that develop strategic reading and writing of informational texts and the assimilation and accommodation of new ideas will be explored. Candidates will learn what methods middle and secondary schools can be incorporated to provide reading and writing instruction across the curriculum as articulated in the Common Core State Standards for Interdisciplinary Literacy, Grades 5-12. Prerequisite(s): None. Co-requisite(s): None. *(3 semester hours)*

CIL 505 Methods and Materials for Teaching English as a Second Language

This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection and evaluation of books, multimedia, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours. Prerequisite(s): None. Co-requisite(s): None. (3 semester hours)

SPE 500 Introduction to and Methods of Teaching Students with Disabilities

This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners drawing on knowledge of the discipline, students, community, and curriculum goals. [15 field hours required] (3 semester hours)

SEC 502 Introduction to Teaching at the Secondary Level

This course includes issues affecting teaching at the secondary level: adolescent development, multicultural perspectives, curriculum development, community building, and constructing disciplinary knowledge. It critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced educational [policy, laws, school structure, and pedagogical and methodological practices throughout history. This course requires 40 hours of field experience, including a variety of classroom settings (traditional, ELL, and SPE). Candidates will learn best practices for effective teaching and create lesson plans and a unit plan based on researched design models. Candidates will also learn about the requirements for successful completion of new state licensure requirements. (5 semester hours)

Note: Students will choose one of the content area courses listed below as indicated in their transcript evaluation letter and take that course only.

SEC 510 Methods of Teaching Biology at the Secondary School

This course, intended for students preparing to be licensed secondary biological science teachers, addresses the content and discipline of biological sciences as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials, including lesson and unit plans that solve instructional issues and employ science specific teaching methods. The course includes 40 hours of field experience (30 clock hours as in traditional classrooms and 10 clock hours in Limited English Proficient classrooms). Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. (5 semester hours)

SEC 512 Methods of Teaching Language Arts/English at the Secondary School

This course addresses methods of teaching English at the middle/high school level through an in-depth focus on curriculum, methods, and materials. Candidates will write lesson and unit plans using backward design and universal design for learning. Candidates will create documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student

learning. This course includes 40 hours of field experience (30 clock hours as in traditional classrooms and 10 clock hours in Limited English Proficient classrooms). Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. *(5 semester hours)*

SEC 514 Methods of Teaching Mathematics at the Middle and Secondary Levels

This course addresses methods of teaching mathematics at the middle-high school level through an in-depth focus on curriculum, methods, materials and technology. Candidates create instructional plans that build students' conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills and develop assessment plans that provide evidence of student learning. Candidates incorporate techniques to meet the needs of culturally, socially, and academically diverse students. The course includes 40 hours of field experience (30 clock hours as in traditional classrooms and 10 clock hours in Limited English Proficient classrooms). Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. *(5 semester hours)*

SEC 516 Methods of Teaching Physical Science at the Secondary Level

This course addresses teaching physical science at the secondary level. It addresses the content and discipline of physical science as it pertains to general goals of secondary education. Participants will deepen pedagogical content knowledge, develop teaching materials (including lesson and unit plans) that solve instruction issues and employ science-specific teaching methods. Candidates will analyze the Next Generation Science Standards and STEM initiatives as they apply to curricula, teaching, and learning secondary physical science. The course includes 40 hours of field experience (30 clock hours as in traditional classrooms and 10 clock hours in Limited English Proficient classrooms). Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. *(5 semester hours)*

SEC 518 Methods of Teaching Social Studies at the Secondary Level

This course addresses methods of teaching social studies at the middle/high school level through an in-depth focus on curriculum, methods and materials. Candidates will create lesson and unit plans using backward design and universal design for learning. Candidates will draft documents on planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning. The course includes 40 hours of field experience (30 clock hours as in traditional classrooms and 10 clock hours in Limited English Proficient classrooms). Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. *(5 semester hours)*

SEC 522 Methods of Teaching Classical Languages K-12

This course addresses the content, approach, and methodology of Latin or Greek teaching as it pertains to the National Standards for the Teaching of Classical Language for licensure in grades K-12. The primary focus is to combine the findings of modern linguistic theory with that of current reading theory to construct a teaching framework for facilitating the development of syntactic and reading expertise in a learner-centered environment. The course includes 40 hours of field experience (30 clock hours as in traditional classrooms and 10 clock hours in Limited English Proficient classrooms). Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. *(5 semester hours)*

SEC 524 Methods of Teaching Modern Languages K-12

SEC 524 introduces current theories and practices of communicative language teaching. Candidates learn about second language acquisition development through reading and practicing in class a collection of strategies and tools for developing students' communication skills in a second language. Candidates create a culminating unit of instruction that solidifies connections across curriculum design,

instructional planning, and assessment. The course includes 40 hours of field experience (30 clock hours as in traditional classrooms and 10 clock hours in Limited English Proficient classrooms). Observations and related assignments offer candidates practice for successful completion of new state licensure requirements. (5 semester hours)

SEC 590A-F Student Teaching in Secondary Education

This course combines a seminar with student teaching. The seminar supports candidates as they implement a variety of planning models, formative and summative assessments, and instructional strategies to support student learning consistent with professional and curriculum standards. Reflective practice in light of research and mentoring by seminar instructor, university supervisor, and cooperating teacher(s) drive candidate growth in professional decision-making and interaction with students, parents, school staff and seminar colleagues. School-based and seminar experiences result in candidates advancing their understanding of environments that encourage a community of all learners and collegial relationships in the school. This course supports candidate efforts to meet licensure requirements. Prerequisite(s): Admission to the MAT Secondary Education Program; RLR 540, EPS 511, CIL 505; grade of B or better in SPE 500, SEC 502 and SEC 514. Co-requisite(s):None. (6 semester hours)

FIELD EXPERIENCE REQUIREMENTS

TO DO ASAP: Criminal Background Checks, TB Tests, and Mandated Reporting

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

Criminal Background Checks must be completed after registering and within the first week of classes at NLU. Please use the NLU UCIA Criminal Background Check form and the FBI form that is located at the link http://www.accuratebiometrics.com/fingerprinting_FBI_Procedures_In_Person.html

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

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

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

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

- When logging in as a new user, answer “Yes” to the question “Do you work in Illinois?”
- To the question, “Employer,” answer “National Louis University”
- Upon completion of the quiz at the end of the training, a *Certificate of Completion* will be generated which must be printed and submitted with the Student Teaching Application. Retain two copies of this certificate, as one may be requested by the school and one will be submitted to NLU.
- The *Acknowledgement of Mandated Reporter Status Form* is also generated at this time. While candidates do **not** need to submit this form to NLU, a copy of this form should be kept with all other important records in the event the candidate is asked to present it to a school.

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

PRE-CLINICAL EXPERIENCES

Pre-Student Teaching Experience Hours

The Secondary Education M.A.T. Program requires that a minimum of 85 clock hours of observation and/or Internship experiences be completed prior to Student Teaching. These classroom observations are designed to provide students with opportunities to develop and refine teaching skills. Four courses required for licensure in Secondary Education incorporate observation hours into the requirements of the classes.

The policies, procedures, and FAQ on field experiences are described in Appendix A: Field Experiences

Observations/Clinical Hours in Pre-Student Teaching Courses

Cohort Term One

SEC 502	Pre-Service Candidates	Candidates Currently Employed as Teachers
	25 clock hours (traditional classroom)	10 clock hours (traditional classroom)
	5 clock hours (ELL classroom)*	5 clock hours (ELL classroom)*
	15 clock hours (SPE classroom) *	15 clock hours (SPE classroom) *

Cohort Term Two

SEC 510-524	Pre-Service Candidates	Candidates Currently Employed as Teachers
	30 clock hours (traditional classroom)	15 clock hours (traditional classroom)
	10 clock hours (ELL classroom)*	5 clock hours (ELL classroom)*
Total Hours	85 clock hours	50 clock hours

**** SEC 502 and SEC 510-524 candidates who enroll concurrently in CIL 505 or SPE 500 classes may use observation hours logged for the secondary programs to satisfy observation requirements in those areas***

as well as for secondary education.

Some schools will require a letter requesting permission to observe. A sample letter is on the Secondary Tools page. After completing hours at a school, candidates will record these hours electronically in the [Field and Practicum Experiences Observation Log](#) (Letter and log can be found on the Secondary Tools Page www.nl.edu/ncetools/)

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

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

Most NLU faculty require additional assignments related to these field experiences. Focusing observations on "best practice" and taking notes enable the candidate to connect the field experiences to the topics of study within the course.

It is essential candidates complete their Secondary preclinical experience hours prior to the completion of the Secondary Practicum II (methods) course. Completion of these hours is a PREREQUISITE to Student Teaching.

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

STUDENT TEACHING PREREQUISITES

1. **COURSEWORK** - All required Secondary MAT coursework must be completed before enrollment in Secondary 590 Student Teaching.

GRADES - Any candidate who receives a grade below a "B" and/or demonstrates a lack of readiness in any methods course or practicum course shall automatically be delayed from beginning a Secondary 590 Student Teaching assignment. As much as possible, instructors will keep candidates informed of their status; however, late and/or incomplete work may prevent this. An appeal of a grade must be initiated within 15 days of notification of the grade. Review NLU policies regarding appeals in the Student Handbook.

CANDIDATE SUPPORT and REMEDIATION - Each candidate shall have the benefit of a case conference composed of the Secondary Education faculty and any instructors who may contribute information to the record. The instructor along with the appropriate program faculty will set goals with the candidate and determine steps to be taken to achieve those goals. The candidate will repeat any required coursework during the quarter when Student Teaching would have taken place.

APPEALS - Candidates who are denied admission to Secondary 590 Student Teaching, may petition the NCE Academic Policies Committee to appeal the decision. The appeal must be submitted within the timeline explained in the National Louis University Student Handbook.

2. **EFFECT ON STUDENT TEACHING PLACEMENT** - If a candidate receives an "I" grade in any class leading to licensure, an in-progress report will be completed by the instructor and sent to the Registrar, the Secondary Education Program Chair, and the Director of Teacher Preparation. The

instructor will also inform the candidate and the Office of Field Experiences (OFE) as to what the candidate needs to do in order to change the grade to a B or better and establish the deadline for the candidate to complete the process.

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

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

3. **Mini-interviews** with school personnel responsible for the Secondary 590 Student Teaching placement may be required before final placements are assigned.
4. 85 hours of observation activities as evidenced by the online log in NCE Tools are required www.nl.edu/ncetools
5. **Fingerprint Criminal Background Check**. The school where the Student Teaching placement is made may require an additional Criminal Background Check be completed by a local police department.
6. **Tuberculosis Test**. A copy of this test should already have been submitted to the Office of Field Experiences.
7. **A Certificate of Completion** with the Department of Children and Family Services regarding the Mandated Reporter Training should already have been submitted.

FIELD EXPERIENCE STUDENT TEACHING

SEC590 Student Teaching

Student Teaching is the culminating experience prior to licensure. Student Teaching is a minimum 11-week teaching commitment at an assigned school. The dates of Student Teaching depend on the school placement site. Candidates may start and end their experience before and/or after the official beginning and ending dates of courses on the National Louis University calendar. In addition, a required seminar will meet on designated days during the quarter on the NLU campus.

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

If withdrawal from Student Teaching is needed, a written request stating reasons for this withdrawal is required. The request must be submitted to the OFE, the university registrar, seminar instructor, the university supervisor, and to the principal at the school placement site and the cooperating teacher.

GUIDELINES FOR SUBMITTING A FIELD PLACEMENT APPLICATION

Introduction

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

SEC 590A-F STUDENT TEACHING SEMINAR

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

Candidates will student teach in the same content area that corresponds with the methods course taken:

- SEC 590A Student Teaching Secondary School Biological Science
- SEC 590B Student Teaching Secondary School Language Arts/English
- SEC 590C Student Teaching Secondary School Mathematics
- SEC 590D Student Teaching Secondary School Physical Science
- SEC 590E Student Teaching Secondary School Social Studies
- SEC 590F Student Teaching Secondary School Classical or World Languages

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

A **minimum** of 11 consecutive weeks or 55 days of full-day Student Teaching is required to complete the program; however, additional weeks are sometimes requested by the cooperating school. Of the 11 weeks, 6 must be completed as the 'lead' teacher of the full teaching load. The dates of Student Teaching depend on the school placement. In addition, the Student Teaching Seminar will meet for a minimum of five sessions.

Assessment of Student Teachers and Grading Procedure.

During the candidates' student teaching tenure, they are evaluated 4 times by the university supervisor. The first evaluation is informal, based on a classroom observation. The informal observation focuses on the categories of planning, classroom environment, instruction, assessment and professional responsibilities. After observing, the university supervisor fills out an informal observation form and

shares the results with the student teacher. This process may be repeated depending on the needs of the candidate. Cooperating teachers may also use these informal observation forms, which can be found on the NCE Tools page <http://www.nl.edu/ncetools/sectools>

Competency Appraisals

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

The Secondary Education Competency Appraisals for your subject area can be found on the Secondary Tools page: <http://www.nl.edu/ncetools/sectools>. This site provides directions for access by cooperating teachers and university supervisors to LiveText to complete the assessments of their candidates.

Two formal evaluations (midterm and final) are conducted using the competency appraisal forms developed for each content area (Science, English, Mathematics, Social Studies, and World Languages). These forms are based on Illinois Professional Teaching Standards and national standards established by the various content areas. University supervisors and cooperating teachers access this form through NCE Tools: <http://www.nl.edu/ncetools/sectools>. Both the cooperating teacher and university supervisor are required to complete a midterm and final evaluation for the student teacher.

After the competency appraisal has been completed, the university supervisor, cooperating teacher, and student teacher, a conference to discuss the student teacher's performance will be scheduled and define steps to take in order to improve. As part of the appraisal, a grade is assigned (see scoring guide and grading policy below). The link to the competency appraisal is shared with the student teacher and seminar instructor.

The NLU Secondary Education Student Teaching 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; the 'distinguished' performance category, typically reserved for excellent teachers with several years of experience, has been removed from this pre-service assessment. Teachers with any 'unsatisfactory' components to their practice are in immediate need of targeted professional development to improve.

A guide to compute a grade for student teaching, the NLU Clinical Supervisor and the Cooperating Teacher(s) should consider a candidate's performance rating as 'basic' in all components to have earned a 'B.' A candidate who is at least 'basic' in most components with several 'proficient' components has earned an 'A-.' If a candidate scores 'proficient' in a majority of components, then the grade earned is an 'A.' A student teacher that rates as 'proficient' in all components will have earned an 'A+.' If a student teacher rates as 'unsatisfactory' in any component, the grade earned is a 'C.' Moreover, the NLU student teaching instructor (SEC 590) should be contacted immediately for discussion about how to move forward with the candidate, as an 'unsatisfactory' rating in any component is a serious concern.

It is the seminar instructor's responsibility to assess the final grade for student teaching. The instructor considers the grade from the Cooperating Teacher (40%), the grade from the University Supervisor (40%), and the assignments submitted and class participation in seminar (20%) to determine the final grade. This grade must be an A, B, or C for the student to pass student teaching.

Should the student be removed from a placement, a second placement will be attempted but not guaranteed. A third opportunity to student teach is not an option.

If a student teacher receives an 'F' (fail) in student teaching, the student cannot repeat the internship. The student is terminated from the program and may not return to National Louis University.

Educative Teacher Performance Assessment

edTPA and Licensure

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

To qualify for the Professional Educator License (PEL) in the State of Illinois, candidates must pass the edTPA assessment. Candidates can find resources which provide information about the performance assessment required for licensure at the edTPA website www.nl.edu/ncetools and follow the program link. Candidates will receive access to edTPA handbooks and templates from their practicum and/or Student Teaching seminar leaders.

Preparing for edTPA

(All policies described in this handbook are in effect for the 2018 - 2019 academic year. Policies will be evaluated and revised for subsequent academic years. Fees are subject to change.)

During the student teaching term, candidates will develop documents related to the performance assessment they must complete to obtain a teaching license from the state of Illinois. Candidates will store these documents in a portfolio which will eventually be submitted for assessment by a national scoring firm. These documents also provide a means of assessing the Secondary Education Teacher Preparation Program.

Below is an overview of the 3 edTPA tasks. Candidates can find detailed subject area guidelines in the specific edTPA handbook for their content area on the edTPA website.

*** Students must submit the edTPA for assessment to pass student teaching.**

Task 1: Planning

1. Select one class as a focus for this assessment.
2. Provide relevant context information.
3. Identify a learning segment to plan, teach, and analyze student learning. Your learning segment should include 3-5 consecutive lessons (or, if teaching within a large time block, about 3-5 hours of connected instruction).

4. Describe a central focus for your learning segment. The central focus should support students to use textual references to construct meaning from, interpret, or respond to complex text, as well as to create a written product that interprets or responds to a text.
5. Write and submit a lesson plan for each lesson in the learning segment.
6. Select and submit a lesson plan for each lesson in the learning segment.
7. Select and submit key instructional materials needed to understand what you and the students will be doing.
8. *for subjects with requirements for Academic Language:* Choose one language function and other language demands important to understanding your subject matter in the learning segment. Identify a learning task where students are supported to use this language. Candidates should refer to 2017 edTPA Handbooks in the subject area for exact specifications related to this requirement.
9. Respond to commentary prompts prior to teaching the learning segment.
10. Submit copies of all written assessments and/or clear directions for any oral or performance assessments from the learning segment.

Task 2: Instruction

1. Obtain required permissions for video recording from parents/guardians of your students and other adults appearing in the video.
2. Identify lessons from the learning segment you planned in Planning Task 1 to be video recorded. You should choose lessons according to your subject area specifications in the edTPA handbook (2017).
3. Video record your teaching and select 2 video clips (no more than 10 minutes each in total running time).
4. Analyze your teaching and your students' learning in the video clips by responding to commentary prompts.

Task 3: Assessment

1. Select one assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Attach the assessment used to evaluate student performance at the end of the Assessment Commentary.
2. Define and submit the evaluation criteria you will use to analyze student learning.
3. Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class.
4. Select 3 student work samples to illustrate your analysis of patterns of learning within and across learners in the class. At least 1 sample must be from a student with specific learning needs. These 3 students will be your focus students.
5. Summarize the learning of the whole class referring to work samples from the 3 focus students to illustrate patterns in student understanding across the class.
6. Submit feedback for the work samples for the 3 focus students in written, audio, or video form.

7. Analyze evidence of students' language use from (1) video clips from Instruction Task 2, (2). An additional video clip of one or more students using language within the learning segment, AND/OR (3) the student work samples from Assessment Task 3.
8. Analyze evidence of student learning and plan for next steps by responding to commentary prompts.

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. NCE 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 resubmitting specified edTPA tasks, taking additional coursework, and/or completing a new Student Teaching experience.

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

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

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

COLLEGE POLICIES

Application for Licensure

Illinois Licensure Tests

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

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

- **Test of Academic Proficiency** – A state approved test of basic skills (currently ACT or SAT) must be passed before the first day of student teaching.
- **Content-Area Tests** – must be passed before the first day of student teaching.

The Application

The application for the initial Professional Educator License is completed during the student teaching term. Candidates need to have official transcripts on file at NLU documenting all general education requirements and all professional education requirements. The applications are submitted online to the Licensure Office via the candidates' NLU Portal account. Complete the "Request for Professional Educator License, Endorsement or Approval" electronic form at the Student Services tab. For a full description of the licensure process, please use the link

<http://www.nl.edu/t4/certifications/certificationform/>. **Upon receipt of the applications, the Licensure Office will hold the applications pending the submission of grades for student teaching.**

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

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

Diplomas and Graduation

While candidates are integrating theory and practice, learning to teach, and preparing to enter the teaching profession, there are some other tasks they need to attend to regarding NLU graduation and issuance of a diploma. All candidates **must apply** to graduate and receive their diplomas. Diploma applications are available at the registrar's site at (www.nl.edu/oar). This process should be started in the term preceding student teaching to allow time for completing any graduation requirements that may be shown to be missing in the Degree Audit. There are four diploma dates each year: Fall, December 31; Winter, April 15; Spring, July 15; and Summer, September 15.

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

Exceptions to Policy

Exceptions to MAT Policies

All requests for exceptions to Secondary Education MAT program policies are to be submitted **in writing** to the Secondary Program Chair.

NCE Academic Policy Committee

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

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

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

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

Reentry and Readmission

It is the policy of National Louis University that students who have not registered for a course at NLU for more than one calendar year, but less than five calendar years, will be required to submit a re-entry form to the Office of the Registrar prior to registering for classes. If students have not registered for a course at NLU for more than five years, they are required to apply for readmission. Forms can be found at www.nl.edu/oar. **Consistent with the existing re-entry policy, students will be subject to the degree requirements in effect at the time of re-entry.**

Student Concerns

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

TEACHER CANDIDATE SUPPORT PLAN
For the School of Teacher Preparation university classroom
National College of Education

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

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

1. Instructor Intervention

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

2. Program Chair Intervention

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

3. TP School Director Intervention

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

TEACHER CANDIDATE SUPPORT PLAN
 For the School of Teacher Preparation university classroom
 National College of Education

Date _____

Candidate Name _____ BA _____ MAT _____

NLU ID # _____ Course # _____

Initiated by _____

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

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

TEACHER CANDIDATE SUPPORT PLAN

For teacher candidates experiencing difficulties at a [placement site](#)
National College of Education

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

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

Step 1 – Classroom Level – School

A specific, written **Teacher Candidate Support Plan** will be developed by the **seminar leader and/or course instructor, after consultation with the program chair**, to clarify the nature of the concern[s], the agreed upon outcome[s], and the timeline for implementation. Most difficulties can be resolved at the classroom level through open and professional levels of communication. A copy of the written teacher candidate support plan is posted online with access for **the academic advisor, seminar leader and/or course instructor, the program chair, and the Director of Teacher Preparation**. The teacher candidate support plan becomes part of the candidate's NCE record.

Step 2 – Classroom Level – University

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

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

A *new* written teacher candidate support plan will be developed that outlines the continued concern[s], the agreed upon outcome[s], and the timeline for implementation. The impact of the problem[s] on the grade for the field experience will be discussed and documented in writing by the seminar leader and/or course instructor. The **seminar leader and/or course instructor** will inform the **program chair** about the concerns raised and will post a copy of all written documentation online for access by the **Director of Teacher Preparation and academic advisor**

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

If the matter warrants a change in placement or other action, the matter is referred to the **program chair** and moves to STEP 3. **The program chair** will notify the **academic advisor**, the **Director of Teacher Preparation**, the **Director of Field Experiences**, and the **dean's office** in writing of the teacher candidate's removal from the placement.

Step 3 – Program Level

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

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

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

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

Step 4 – College Level

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

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

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

TEACHER CANDIDATE SUPPORT PLAN

For teacher candidates experiencing difficulties at a placement site
National College of Education

Date _____

Candidate Name _____

BA _____ MAT _____

NLU ID # _____

Course _____

School _____ District # _____

Grade Level _____

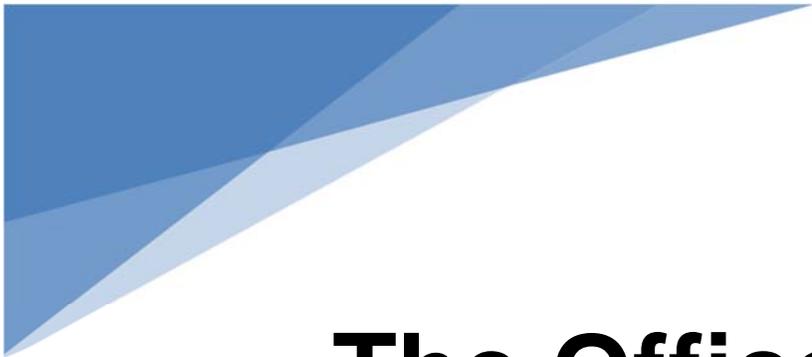
Initiated by _____

Role _____

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

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

***Copy to Director for Teacher Preparation**



The Office of Field Experiences

Guidelines for Submitting a Field Placement Application

Introduction

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

Before starting the Field Placement Application

NLU E-mail

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

Supporting Documents

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

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

Academic Advisors

Please consult the [NLU Academic Advising](#) website for contact information on your Academic Advisor.

Application Deadlines

Please consult the Office of Field Experiences Deadlines page for dates on when to submit your Field Placement Application. Deadlines are listed by program: [OFE Deadlines for Field Placement Application](#).

Field Placement Applications

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

Frequently Asked Questions

1. How do I apply for student teaching?

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

2. When do I apply?

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

3. What are the prerequisites for student teaching?

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

4. How do I request a background check?

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

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

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

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

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

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

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

8. When will I hear about my placement?

- Once we send your application to a partner school, the time allotted for a response varies depending on the school's own policy for placement. If the Field Experience Manager has not heard back from a school within a reasonable period of time, the school is contacted again until we have a decision.
- You will be notified when a positive decision is received. If we receive a negative decision and need further information from you regarding placement options, you will be contacted. Once the Field Experience Manager receives your official confirmation form from a school, you will receive a phone

call, letter, or e-mail that includes the following: name, address and phone number of the school, start and end date and name of your cooperating teacher(s).

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

9. When will I start my student teaching?

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

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

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

11. How many cooperating teachers will I have?

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

12. What about scholarships?

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

13. Anything else I need to know?

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

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

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

Placement Policies

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

Livertext Login Information

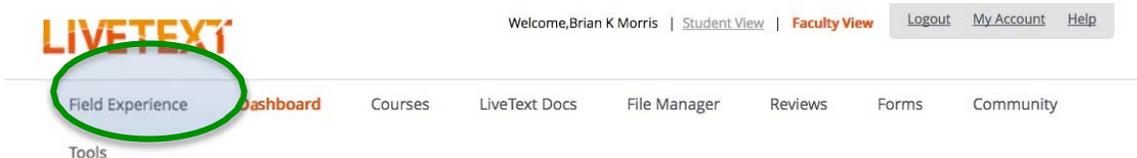


LIVETEXT Login Instructions:

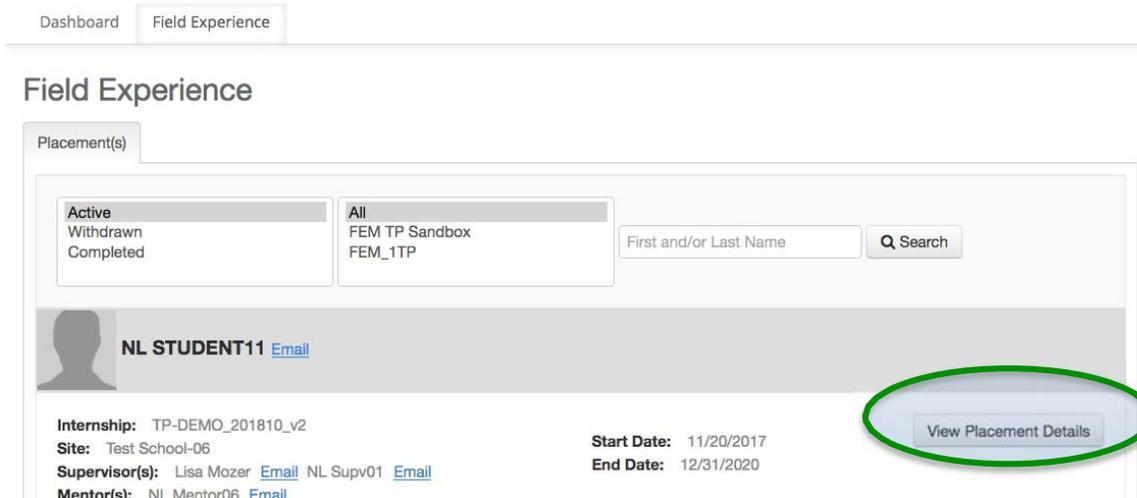
1. Go to www.livertext.com
2. Click the **Login** button at the top right of the page and enter your username and password.



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 for a student's placement details and assessments. The interface is divided into three main columns:

- Left Column (Placement Details):** Contains information for 'NL STUDENT11 (Intern)'. It lists the intern, supervisor (NL Supv01), and mentor (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 and an 'Internship Site' section listing 'Test School-06'.
- Middle Column (Assessments):** This section is highlighted with a green circle. It lists 'Teacher Prep Competency Appraisal (v201810)_ECE Demo' for the date 2017-11-27. Below this, it shows 'By NL Mentor06' and 'By Lisa Mozer'. A 'Begin Assessment' button is visible, along with an 'Assessment Assigned' status and a date of 01/31/2018.
- Right Column (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:

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 773-595-6084
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 800-311-5656
support@livetext.com