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NATIONAL COLLEGE OF EDUCATION
AT NATIONAL LOUIS UNIVERSITY

Master of Arts in Teaching [MAT] Secondary Education & Special Teaching

Practicum/Student Teaching Handbook
2019-2020 Edition

Profession Educator License (PEL) Grades 6-12
English Language Arts – Mathematics – Science – Social Studies

Special Teaching Professional Educator License K-12
World Languages

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The Linked Practicum II/Student Teaching Experience

Welcome to one of the most important and exciting phases of your career – Practicum II/Student Teaching. This experience will support your transition from being a teacher education candidate to becoming a professionally licensed teacher. As Secondary 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 Practicum II. Candidates complete a minimum of 40 hours with one teacher in one classroom during the quarter they are enrolled in Practicum II. In most cases, the Practicum II elementary classroom will be the site where the MAT candidates complete the Student Teaching experience in what is referred to as a linked placement. Theory and practice come together in the Practicum II experience as teacher candidates lay the groundwork for their Student Teaching experience.

Practicum

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.

Practicum Requirements

1. **Attendance and active participation** in weekly on-campus seminars that meet across the entire term.

2. **Professional Demeanor**: The faculty in Secondary 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 Practicum II 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 Practicum II 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 documents progress in the important skills of teaching and constitutes an important portion of the grade. In Practicum II and Student Teaching, the teacher candidate/student teacher, university supervisor, and cooperating teacher each fill out an online Competency Appraisal. (www.nl.edu/eletools)

   In Practicum II, 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 collects the signed, hard copies of the Competency Appraisals and turns them in to the seminar leader. As an alternative a saved PDF of the completed competency appraisal may be collected.

7. **Video Recording and Coaching**: Practicum II candidates are required to tape a lesson of their own choosing. The video provides an opportunity for self-reflection for all candidates. Video coaching is designed to offer in-depth support and targeted feedback related to core teaching practices prior to student teaching.

Practicum II - Supervision

1. **Practicum II 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.

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

Student Teaching Orientation in Practicum

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 Practicum II seminars. ***Students who are not taking Practicum II immediately prior to the Student Teaching term need to contact their previous Practicum II instructor or the leader of seminar for which they registered for current Student Teaching information.***

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 Field Experiences 2019 – 2020

Field Experience	Term Dates Classes Begin	Fall 2019 Sept 16-Dec 1 Monday
Practicum	Begin Experience	Second week of quarter
	End Experience	Sunday, December 1
	Term Dates Classes Begin	**Winter 2020 Jan 13-Mar 29** Monday
Student Teaching	Begin Experience	When Teachers Report in January
	End Experience	Sunday, March 29

Student Teaching

On Campus Seminars

Although Practicum II seminars meet every week, during student teaching there will be seven seminars. 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.   Seminars are generally 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 a minimum of **11 weeks** in the classroom, depending on the district calendar for their placement school. Refer to the calendar for MAT field experiences.

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, staffing, district, and 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 supervisor. The seminar leader should also be made aware of any absences. Please note that after three days of absence, arrangements to make up missed days **must** be discussed with the cooperating teacher, university supervisor, and the seminar leader.

2. **Reflective Journal**: 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 initial each plan to signify approval and give feedback before and after the lesson. It is helpful if the feedback is written notes and not simply verbal.

   Student teachers are required to give supervisors a copy of the lesson plan for every lesson that is observed. Many supervisors request plans one or two days in advance of the scheduled observation in order to provide feedback.

   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 is responsible for collecting signed hard copies of the final Competency Appraisals and for

turning them in to the seminar leader in the exit conference at the end of the term. As an alternative, a copy of the completed competency appraisal may be reviewed in LiveText FEM.

Student Teaching - Supervision

1. **Two formal observations:** These are similar to those that took place during the Practicum II experience. Student teachers need to present a printed copy of their lesson plan to the supervisor before each observed lesson. A pre-conference typically allows for discussion of areas where the student teacher would like feedback and what the supervisor should know about the lesson. 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 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.

3. **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; e.g., week 7 and week 9 or week 10.

4. **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.

5. **Exit Interview:** This is held at NLU with the student teacher, the supervisor, and the seminar leader. The goal is to discuss the Student Teaching experience, including the Competency Appraisals, the edTPA, and university requirements.   The supervisor will offer input into the final grade. 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:

However, the candidate and cooperating teacher may adjust the plan, based on the candidate's readiness. The number of classes to take over during weeks 1-5 can be altered based on class load, schedule type (block vs. regular), and special circumstances specific to your school, as long as the candidate spends at least six weeks as a "lead" teacher in all assigned classes.

Week 1: The candidate actively helps co-plan for all classes, and observes planning, delivery, and assessment practices of the cooperating teacher. By the end of the week, the candidate takes over one class. Also the teacher candidate completes first draft of Context for Learning (part of edTPA Task One).

Week 2: By Wednesday of this week, the candidate takes over another class. If possible, one of these classes should be the class selected to do the teacher candidate's edTPA learning segment.

Week 3: The candidate continues to actively help co-plan for all classes, and observes planning, delivery, and assessment practices. By the end of this week, the candidate acts as a "lead" teacher in the 4-6 your classes (whatever was agreed upon with our Office of Field Experience when confirming the placement) with support, guidance, and feedback from the cooperating teacher.

Week 4: The candidate plans her/his edTPA learning segment (Task One).

Week 5: The candidate finishes edTPA Task One and has received appropriate feedback from you, the cooperative teacher and seminar professor. A guide to the types of question and feedback that are appropriate is in the document "Discussion Questions for Supervisors and Cooperating Teachers" which may be found here https://www.nl.edu/colleges/nationalcollegeofeducation/tpa/.

Week 6: At the latest, the teacher candidate, you and the cooperative teacher have completed and shared with one another the electronic midterm competency appraisal and have a meeting to discuss strengths and areas for our teacher candidate to work on for the rest of her/his student teaching experience. You are asked to email a link to both your and the cooperative teacher's midterm and final assessments to the candidates Seminar Instructor.

Weeks 7: Either week 6 or week 7, the teacher candidate teaches the edTPA learning segment, videotapes those lessons and makes copies of appropriate student work making sure there are no names or other identifying marks on these copies.

Weeks 8-9: The candidate continues teaching a "full load" of classes.

Weeks 10- 11: The candidate begins to "give back" classes to the cooperating teacher. Near the end of week 11, the teacher candidate, cooperating teacher, and you complete and share the electronic final competency appraisal and the three of you have a meeting celebrating our teacher candidate successfully completing her/his student teaching experience. The competency appraisals provide topics for discussion.

Focus on 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. Cooperating teachers understand the limited experience student teachers often bring but can best help when asked. This also lets the cooperating teacher know how highly motivated the student teacher is.

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 Practicum II/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 Practicum II 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.

b. Interpret the Practicum II/Student Teaching program and policies and serve as a resource person for all school personnel.

c. Work closely with the seminar leader regarding the edTPA

d. Work collaboratively with the seminar leader to support the success of the experience for the candidate

Responsibilities During Student Teaching

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 Practicum II 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 Practicum II/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 of Student Teaching

Inasmuch as 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 Practicum II and Student Teaching. The grading for both experiences will be detailed in the syllabi posted in D2L.

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 Practicum II 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 Elementary Education program requirement. The edTPA is housed in LiveText.

3. Final Grade for Practicum II and Student Teaching

The final grades for Practicum II 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 SEC 510-524 and SEC 590a-f will provide more specific information and requirements for grading.

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 ELE 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:	**Grade Level:**
District #	
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	☐	☐	☐
Cooperating Teacher	☐	☐	
University Supervisor	☐	☐	☐
Seminar Leader/Course Instructor	☐	☐	☐
Program Chair	☐	☐	☐

* 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.

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.
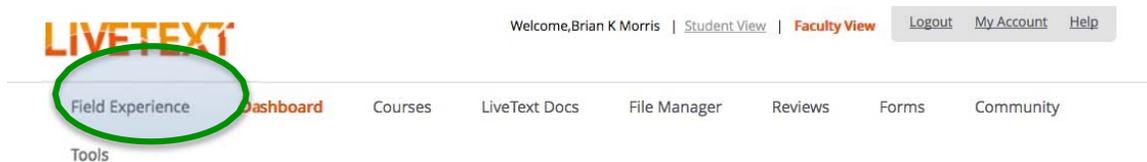
# LiveText Login Information

LiveText Login Instructions:

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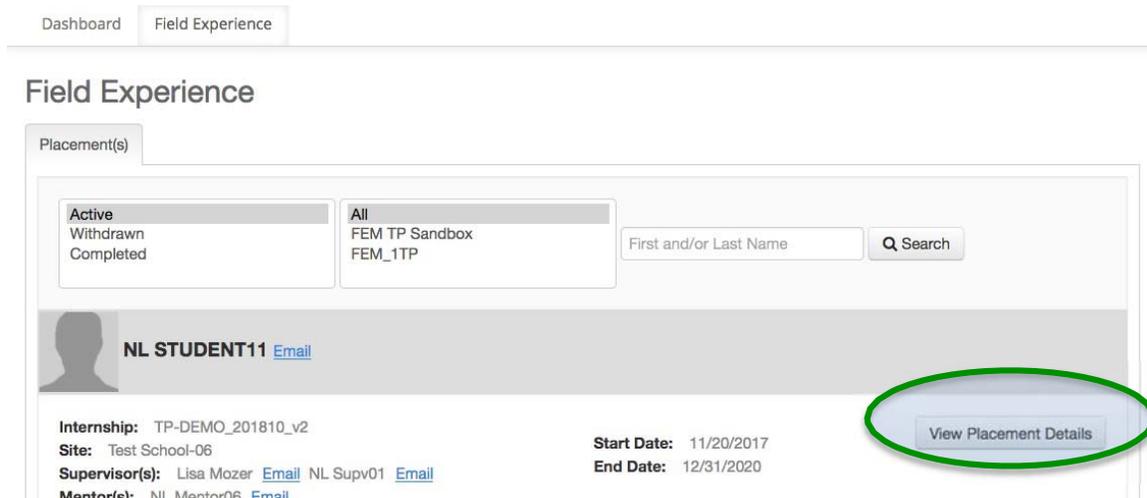
5. All placement details can be viewed in this window in the left column. In the right column, students may enter their observation hours and have them approved (where applicable). This is also the location for completing the competency appraisals. In the center of the page appraisals are listed for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

For additional support contact:

Brian Morris, *FEM Placement Coordinator*
773-595-6084
bmorris8@nl.edu OR

LiveText Support
800-311-5656
support@LIVETEXT.com

MAT Candidate Handbooks

The Office of Field Experiences section of the Master of Arts in Teaching Candidate Handbook also offers information related to Practicum II/Student Teaching Experiences.

Secondary Ed MAT Competency Appraisals

https://www.nl.edu/ncetools/tpcompetencyappraisal/

Lesson Plan Observation Form

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

Please mark the experience being observed		
☐ Practicum	☐ Student Teaching	☐ Internship

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

*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.*

InTASC Standards/Danielson Framework for Teaching	**Comments/Evidence**
Planning and Preparation	
Planning for Instruction: 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.	
Learner Development: 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.	
Content Knowledge: 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.	
Assessment: 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.	
Classroom Environment	
Learning Environment: 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.	
Learning Differences: 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.	
Instruction	
Instructional Strategies: 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.	
Application of Content: 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.	

<u>Post Observation Conference Notes and Goal Setting</u>

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/

Re: Obtaining Permissions for Video Recording

Dear School or District Administrator,

We appreciate your willingness to host a NLU student teacher as they prepare to become a licensed professional. In order to fulfill requirements for State of Illinois Teacher Licensure, students complete a performance assessment (edTPA) during full-day student teaching that requires students to document a series of lessons using video recordings. These requirements were sent to the school when the placement was confirmed.

However, we are also using video reflection as a powerful tool to have students and clinical educators provide targeted lesson feedback during the practicum experience.

If permission to videotape is required, the edTPA release form (provided below) or school-provided release can suffice for this requirement.

Sincerely,

Dr. Sherri Bressman
Professor
Director, School of Teacher Preparation
National Louis University
sbressman@nl.edu

Teacher Performance Assessment (edTPA™) – Release form for student participation

Dear Parent/Guardian:

I am enrolled in the teacher preparation program at National Louis University and am currently student teaching in your child's classroom. Illinois participates in edTPA™, which means that, in order to complete my student teaching assignment, I have to complete a performance assessment called the Teacher Performance Assessment. This assessment includes submitting a video of me teaching a series of lessons in the classroom and examples of student work completed. In the course of recording my teaching, your child may appear on the video. I will gather samples of student work to submit as evidence of my teaching practice, which may include some of your child's work. This is not an assessment of your child's performance. This is an assessment of my instruction, required for me to obtain a teacher license.

No student's name will appear on any materials that are submitted, and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at National Louis University, and they may also be used by test developers under secure conditions for edTPA program development and implementation, including scorer training. They may also be used for local evaluation by faculty at National Louis University.

This form is a request for your consent to include both your child in the video and his or her class work. Please complete the bottom half of this page and retain the top for your reference. If you have any questions about the use of this video or your child's class work, please contact my NLU seminar leader, _____], at _____ (phone) or_____(email).

Thank you for your consideration.

Teacher Candidate Name: _____ Date: _____

RELEASE FORM FOR STUDENT PARTICIPATION

Student's name: _____

Student's school: _____

I am the parent or legal guardian of the child named above. I have read and understand the project description given in the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

____ I DO give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [_____(Teacher candidate name]. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

____ I DO NOT give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [Student Teacher] and understand that my child will be seated outside of the recorded activities.

Signature of Parent or Guardian: _____ Date: _____