



NATIONAL  
LOUIS  
UNIVERSITY

**National Louis University  
National College of Education**

**Bachelor of Arts  
Special Education**

**Teacher Preparation Unit**

---

**Handbook  
Practicum II/Advanced Practicum &  
Practicum III/Student Teaching**

November, 2017

## **PREFACE**

The Special Education Teacher Education Program within the National College of Education of National Louis University has prepared this handbook to inform and guide students preparing to become special education teachers as well as the cooperating teachers, principals, and university supervisors who work with these students in the local school districts.

The cooperative efforts of school personnel and National College of Education faculty help make each student teaching/practicum experience successful. This cooperation is critical to the NCE/NLU undergraduate pre-service Special Education Program and clearly reflects the interdependency and interrelatedness of the university-school partnership. This handbook is designed to serve as one form of the continuing communication between NCE/NLU and the schools that provide practicum and student teaching experiences for its students.

B.A. Special Education Program  
Teacher Prep Unit  
Unit Director: Jack Denny  
National College of Education

## Table of Contents

INTRODUCTION .....	1
APPLICATIONS FOR LINKED PLACEMENT FOR PRACTICUM II AND PRACTICUM III/STUDENT TEACHING.....	2
REQUIREMENTS FOR PRACTICUM II: .....	3
ADVANCED PRACTICUM IN INCLUSIVE EDUCATION.....	3
REQUIREMENTS FOR PRACTICUM III: STUDENT TEACHING .....	4
STUDENT TEACHING PROGRAM.....	5
GOALS AND OBJECTIVES .....	5
TRANSITION TO PROFESSIONAL ROLE.....	5
GETTING STARTED.....	7
edTPA ASSESSMENT AND LICENSURE .....	9
ROLES AND RELATIONSHIPS.....	10
THE COOPERATING TEACHER.....	11
THE UNIVERSITY SUPERVISOR.....	12
THE PRINCIPAL .....	12
STAGES OF STUDENT TEACHING .....	13
NATIONAL LOUIS UNIVERSITY REQUIREMENTS.....	16
ATTENDANCE.....	16
DAILY PLANNING .....	17
EVALUATION .....	18
Overview .....	18
edTPA (educative Teacher Performance Assessment) .....	19
Competency Appraisal .....	19
NCE/NLU REQUIREMENTS.....	22
THE FINAL GRADE.....	22
REMOVAL FROM STUDENT TEACHING/PRACTICUM .....	23
REVIEW PROCESS/REMEDATION PLAN .....	23
FEEDBACK.....	25

# INTRODUCTION

## THE COLLEGE

The National College of Education (NCE) is one of three colleges within National Louis University (NLU). Founded in 1886 by Elizabeth Harrison, NCE operated in Chicago before moving to 2840 North Sheridan Road in Evanston early in the 20th century. In 1971, the institution returned to the city of Chicago, opening a campus at 18 South Michigan Avenue. The Chicago Campus of National Louis University has come to be the home site of most of the undergraduate students within the three colleges. The institution opened its third campus in Lombard in 1980. At commencement ceremonies in June of 1990, National College of Education became National Louis University and the School of Education proudly retained the name of National College of Education.

NCE College of Education			
Dr. Robert Muller	Dean	847-947-5065	<a href="mailto:robert.muller@nl.edu">robert.muller@nl.edu</a>
Dr. Arlene Borthwick	Associate Dean	847-947-5025	<a href="mailto:aborthwick@nl.edu">aborthwick@nl.edu</a>

## FACULTY IN SPECIAL EDUCATION

Full Time Faculty in Special Education			
Dr. Katalin Pluymert	Wheeling	847-947-5663	<a href="mailto:kpluymert@nl.edu">kpluymert@nl.edu</a>
Dr. Terry Smith	Chicago	224-233-2315	<a href="mailto:tsmith@nl.edu">tsmith@nl.edu</a>
Dr. Donna Wakefield	Chicago	312-261-3173	<a href="mailto:dwakefield@nl.edu">dwakefield@nl.edu</a>
Dr. Sadia Warsi	Chicago	312-261-3835	<a href="mailto:swarsi@nl.edu">swarsi@nl.edu</a>
Dr. Xiuwen Wu	North Shore	224 233-2774	<a href="mailto:xwu@nl.edu">xwu@nl.edu</a>
Dr. Kate Zilla	North Shore	224 233-2015	<a href="mailto:kzilla@nl.edu">kzilla@nl.edu</a>

## PRACTICUM II AND PRACTICUM III/STUDENT TEACHING: AN OVERVIEW

This handbook provides an overview of the linked field placement and requirements for SPE 405 Practicum II and SPE 470 Practicum III/Student Teaching experience for LBS-I Special Education teacher candidates at the National College of Education, National Louis University.

Practicum II and Practicum III/Student Teaching seminars and the concurrent field experiences are professional experiences designed to help teacher candidates (TC) transition from the role of teacher candidate to that of teacher. Professional growth is supported through regular and continued collaborative assessment by the TC, the cooperating teacher (CT), and the university supervisor.

The B.A. Special Education program follows a “**linked placement**” model, which means that teacher candidates are placed in the same school and classroom for both their Practicum II field experiences and their Practicum III/Student Teaching taken in two consecutive quarters. During Practicum II, teacher candidates participate in two full days of field experience per week. During Practicum III/Student Teaching, student teachers participate in five days per week in the same classroom as Practicum II.

In both practicum, teacher candidates will work with a cooperating teacher and university supervisor in a developmental experience in the classroom whereby TCs develop skill with effective remedial and inclusive instructional practices geared towards students with different disabilities across a variety of special and general education settings.

TCs in Practicum II will not take over teaching responsibilities as they will do during some weeks of their student teaching. However, they will be actively involved in their Practicum II field experience by implementing several lessons accompanied by reflections, plans, and actions for improving the lessons.

## APPLICATIONS FOR LINKED PLACEMENT FOR PRACTICUM II AND PRACTICUM III/STUDENT TEACHING

Teacher candidates must submit applications for **linked placement** for SPE 405 Practicum II and SPE 470 Practicum III/Student Teaching far in advance. Specific dates for submitting applications are listed below and also included in the application form and checklist:

- WINTER (Winter Practicum II/Spring Student Teaching): April 1st of the year before
- FALL (Fall Practicum II/Winter Student Teaching): February 1st of the same year

The **Office of Field Experiences (OFE)** is in charge of assigning to TCs placement schools that fall within the preferred regions for student teaching. TCs can make requests to be placed in particular schools of their preference, but OFE has total discretion in deciding to meet special placement requests made by each TC and has the sole responsibility for contacting schools.

For more detailed directions on the application process, TCs can talk with advisors and refer to the SPE 405 Practicum II and SPE 470 Practicum III/Student Teaching Placement Application Form and Checklist. Additional resources regarding field experiences and student teaching are available at the OFE website:

<http://www.nl.edu/fieldexperiences/>

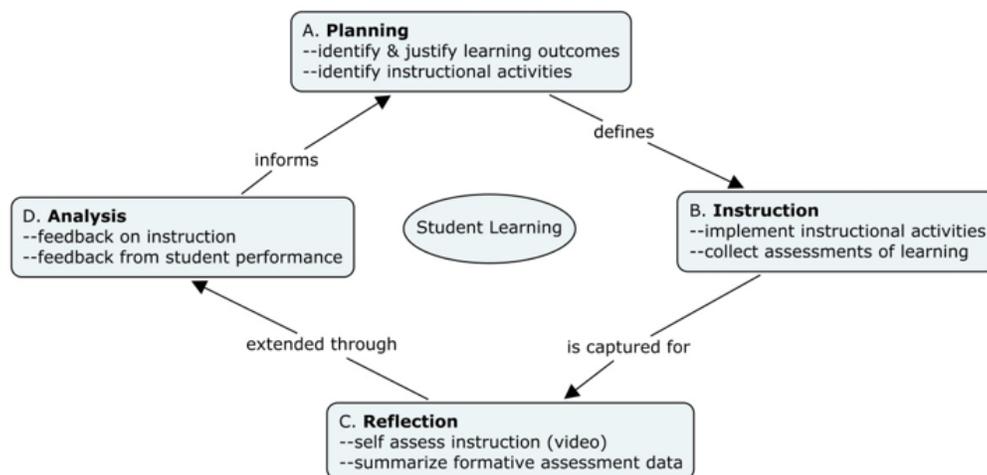
## REQUIREMENTS FOR PRACTICUM II:

### ADVANCED PRACTICUM IN INCLUSIVE EDUCATION

Teacher candidates' participation in Practicum II (Advanced Practicum in Inclusive Education) field experience involves attending **2 full days** in the classroom **each week** throughout the quarter the Practicum is offered. They will observe and assist in classrooms, as well as plan and teach several lessons that are either whole-class, group-based, or one-on-one, which must include a focus learner who has a diagnosed disability and IEP.

As part of Practicum II, TCs are required to implement lessons in placement school and engage in a **minimum of two cycles of lesson planning, implementation, reflection, and analysis** of feedback/data from a variety of sources, through the utilization of the **NCE Adaptive Cycles of Teaching (ACT)**. During the seminar concurrent with the practicum, teacher candidates gain knowledge in evidenced-based practices and interventions known to be effective for students with special needs, and learn to develop skills with implementing these practices within the richly complex context of the placement school community and classrooms. Within each cycle, TCs review and analyze their own lesson videos using teaching performance templates and receive timely focused feedback from faculty instructors and from each other in the seminar. TCs are also encouraged to ask for suggestions from their cooperating teachers in the placement schools. TCs use formative assessments to analyze student progress and inform the next lesson plan. These cycles are intended to scaffold TC learning and skill building, as well as to promote habits of mind to continually learn from teaching. Furthermore, the cycles of teaching are inherently aligned with edTPA assessment for student teaching. Below is a concept map representing the NCE ACT process:

**Figure 1. NCE Adaptive Cycles of Teaching**



Teacher candidates are notified of their placements on varying dates and are advised to contact their cooperating teachers in the placement school/classroom through the principal to arrange a meeting prior to the anticipated start date. At this meeting, TCs and their cooperating teachers may want to discuss plans and expectations that they have of each other, confirm the start date and expected time of arrival, and review the practicum materials.

During Practicum II, the university supervisor assigned to each teacher candidate will **make a minimum of three visits** to placement classroom. The visits should be prearranged so that the teacher candidate knows when to expect the supervisor. The supervisor will hold a feedback conference to debrief and reflect about each lesson observed with the teacher candidate immediately following each observation. The cooperating teacher is invited and encouraged to attend when possible. To assess growth of the teacher candidate and facilitate communication, cooperating teacher, supervisor, and the practicum teacher candidate will also complete a final-term evaluation using the **Competency Appraisal** at the end of the Practicum II experience.

The competency appraisal forms are provided by the university supervisor and also available online:

<https://www.nl.edu/ncetools/spetools/bacompapp/>

Accompanying the field experiences is the concurrent weekly Practicum II seminar, where teacher candidates learn about intervention strategies through readings, discussions, peer feedbacks, demonstrations, and reflections about the field experiences and adaptive cycles of teaching. The seminar also provides students the opportunity to engage in discourse and discussion about classroom experiences, practices and issues, to participate in self-reflection, creative problem solving and resource development with fellow teacher candidates and the seminar leader.

## REQUIREMENTS FOR PRACTICUM III: STUDENT TEACHING

All candidates seeking licensure in Special Education must complete **11 weeks of full-day student teaching, not counting the week of spring break in the school districts** where candidates are placed.

The associated student teaching assignment must be in a special education classroom, or in a classroom that includes students with special needs, and under the supervision of a teacher of record (Cooperating Teacher) who is licensed with a Learning Behavior Specialist 1 endorsement.

During student teaching, candidates are actively involved in instruction of students, participation in professional staff meetings, IEP meetings, curriculum planning meetings, and other related professional meetings.

Student teachers participate 5 days a week for eleven weeks' of student teaching in the same classroom as Practicum II.

Practicum III/Student Teaching experience also includes a seminar that meets each week over the term on NLU campus, in which candidates examine, apply, and evaluate instructional and curricular strategies and interventions in school settings.

Student teachers will work closely with both the cooperating teacher and university field supervisor.

**Note: Starting and ending dates for student teaching are dependent on the needs of the school district and placement site, and will generally follow the district's schedule. The placement must end no later than the end of the university's quarter.**

# STUDENT TEACHING PROGRAM

## GOALS AND OBJECTIVES

The student teaching/practicum III experience is a significant and integral phase of the B.A. Special Education program at NCE/NLU. Its primary objective is to provide opportunities for students to become actively involved in the teaching/learning processes and develop partnerships with teachers, parents, and administrators, while working directly with an experienced, state-certified teacher.

Practicum III/Student Teaching is a transitional period during which there is a change in roles from student to teacher. This transition involves many sorts of communication, thought, and action. Because good teaching is a distinctly personal achievement, the ability to evaluate one's own practice in the light of theory is crucial. The student teaching practicum provides opportunities for **self-discovery** of strengths and weaknesses, **self-analysis and reflection**, and **self-examination** of personal performance as future teachers.

The experience is designed for participants:

- To demonstrate their knowledge of special and regular education
- To increase and demonstrate their knowledge of school administration and organization.
- To demonstrate a knowledge of their own teaching through self-reflection, self-evaluation, and responses to mentoring.

## TRANSITION TO PROFESSIONAL ROLE

National College of Education arranges for the student teacher/practicum student to be placed in schools where both principals and teachers welcome the professional responsibility for participating in the education of future teachers.

Part of a successful experience is developing good relationships with the placement school's administration, faculty, staff, students, and community. The student teacher/practicum student is a guest in the district and must **always exhibit the highest professional standards** in both demeanor and dress.

The student teacher/practicum student is expected to become aware of individual areas of strength and weakness during the experience. Attention should be given to each of the growth areas listed below.

1. Learn about yourself as a professional.
  - Examine your developing educational philosophy by reading and exploring available research and literature. Your teaching will eventually come to reflect your most fundamental beliefs.
  - Take responsibility for your own professional growth by assessing your learning needs and discussing them with your university supervisor and cooperating teacher.
  - Participate actively in the life of the school by utilizing your unique talents, skills, and interests.

- Learn about the organizations and professional associations that will help you grow as a professional, committed educator.
2. Learn about the children you support in your school.
    - Identify each child as an individual and establish relationships as soon as possible.
    - Observe the 'unspoken language' of children's behavior in order to better understand and meet their needs.
    - Keep an on-going record of student behavior and learning patterns for later analysis and evaluation.
    - Utilize all available school and community resources to aid your understanding of the children.
  3. Learn about the environment in which you teach.
    - Be alert to the physical setting and learn your cooperating teacher's rationale for the room arrangement.
    - Take the initiative to modify and contribute to the environment with the approval of the cooperating teacher (e.g., bulletin boards, interest and activity centers, aesthetic and cultural displays).
    - Assume appropriate routine responsibilities of the classroom/caseload as quickly as possible (e.g., taking attendance).
  4. Learn about curriculum and instruction.
    - Become familiar with your school's curriculum materials (special and regular education), their goals, their functions and their relationships; read individualized education plans and discuss their objectives with your cooperating teacher.
    - Be creative in developing adaptations to assist students with instruction, considering alternative methods of instruction, and teaching strategies that help students be more efficient learners.
    - Articulate instructional planning clearly; discuss lessons in advance with your cooperating teacher and university supervisor.
    - Contribute your own ideas, talents, and skills whenever they might enrich and enhance the classrooms or instruction.
    - Confer regularly with your cooperating teacher and university supervisor in order to evaluate your performance.
    - Seek and utilize feedback and assistance from your cooperating teacher and university supervisor.
  5. Learn about professional relationships.
    - Communicate your thoughts and feelings with your cooperating teacher and university supervisor; they can be of most assistance when they know your concerns.
    - Try to be sensitive to demands on the time and energy of your cooperating teacher.
    - Become acquainted with and accommodate to the requirements of the school district regarding professional demeanor.
    - Make every effort to work cooperatively with parents and to become sensitive to the most appropriate ways of interacting with them.
    - Become acquainted with the other specialty teachers in the schools and how they help support the regular classroom teacher (e.g., the reading teacher, the librarian, the special education teacher).

- Become acquainted with the regular education teachers in the schools and how they wish to be assisted and supported by the special education teacher.
  - Attend at least one multi-disciplinary staffing and learn the about the roles of the members of the team.
6. Learn about the school and the community.
- Attend all meetings relevant to your professional growth (e.g., PTA, open house, faculty).
  - Become acquainted with the political, socioeconomic, and cultural characteristics and educational expectations of the community. Your cooperating teacher, principal, and school staff will be invaluable sources of such information.
  - Explore and utilize the resources available within the school and community (e.g., community agencies, museums, libraries).

## GETTING STARTED

Orientation can be a critical component in the foundation of a positive student teaching/practicum experience. The major responsibility for providing this orientation is shared between the university personnel, most specifically the supervisor and the seminar leader, and the school personnel, most specifically the cooperating teacher and the principal.

Orientation to the student teaching/practicum experience takes place at the district or community level, the school level, and the classroom level. This orientation is most important for students in the B.A. Special Education program who have no previous school teaching experience and for practicum students whose experiences are not at their own school.

However, all students benefit from orientation as student teacher/practicum students may not be familiar with all aspects of a school. The student teacher/practicum student is helped to feel more acclimated to the experience when oriented to the following:

### 1. At the district/community level

- What general characteristics best describe the school community?
- In what ways does the community express its interest in education?
- What special resources, agencies, etc. are important to the education of the children in this community?
- What are the components of the district (e.g., student enrollment, size of professional staff, number of schools)?
- Are the areas of the curriculum broadly defined to guide teachers? If so, are the guides available to student teachers?
- Are there policies of the school and district that should be understood by the student teacher?
- How are the classrooms organized for learning (multi-aged, team taught, departmentalized) and are all buildings organized alike?
- Are there special educational challenges confronting the district at this time?
- How are the role relationships viewed in this district (e.g., Board, superintendent, administrative staff, principal, teacher)?

- What types of teacher organizations are in the district?
- What is the present salary schedule?

## **2. At the school building level**

- What are the characteristics of the neighborhood?
- What special facilities are available in the school? A tour of the building can be invaluable to the student teacher.
- What special services and personnel are available to the teacher and how is help secured from these persons?
- What special emergency or safety rules should the student teacher know about (e.g., playground, drills)?
- What are the special building organizations (e.g., student council, teacher committees)?
- What is the enrollment of the building? How many classes of each grade level are there? What is the student-teacher ratio?
- How are supplies distributed? How is special equipment made available and shared?
- What is the level of parent involvement in the school (e.g., volunteer programs, organizations)?

## **3. At the classroom level**

In an effort to welcome and acclimate student teachers/practicum students, cooperating teachers have offered suggestions from their own experiences.

- Feeling Welcome:
  - Put the student teacher's name on the door with the cooperating teacher's.
  - Have a space for the student teacher/practicum student -- a special desk or table for the student teacher's use only.
  - Introduce the student teacher/practicum student to colleagues in the school and district.
  - Introduce the student teacher/practicum student to students as a colleague or co-teacher rather than as one who is learning to teach.
  - Introduce the student teacher/practicum student to the parents through a letter home or as an item in the weekly newsletter.
  - Give the student teacher/practicum student (if needed) a tour of the school.
  - Provide the student teacher/practicum student with copies of the daily schedule, the school calendar and a planning book.
- Learning the Ropes
  - For a student teacher let him/her know when to arrive in the morning (how early?) and to leave each day (how late?) in order to meet professional responsibilities.
  - Introduce the student teacher to daily and special routines and procedures for getting students through the school day (e.g., attendance, recess, washroom breaks, supplies).
  - Get the student teacher involved with the students as quickly as possible (e.g., taking attendance, grading papers, answering questions during independent work).

- Describe special school duties you have that the student teacher will share (e.g., recess supervision, lunch room).
- Share specifics about your management expectations, techniques and procedures.
- Introduce the student teacher to ways to effectively communicate with parents.
- Let the student teacher know about faculty and parent meetings and discuss policy on student teacher attendance.
- Opening channels of communication
  - Exchange telephone numbers.
  - Set up definite daily-weekly conference times.
  - Ask the student teacher/practicum student about feelings, perceptions, and needs.
  - Encourage the student teacher/practicum student to discuss self-evaluations and reflections.
  - Let the student teacher/practicum student know schedule of planned events.
  - For students teachers, establish a take-over schedule to be used as a guide throughout the experience.
  - Discuss university requirements for planning with student teacher/practicum student.
  - Review and initial student teacher's/practicum student's plans before lessons are presented.
  - Provide suggestions for curricular resources and ideas.
  - Discuss student data and individualized education plans. Let student teacher/practicum student know what information is available and under what conditions.

## edTPA ASSESSMENT AND LICENSURE

### **edTPA\* Requirements for All Teacher Candidates (TC) Seeking Initial Licensure in the State of Illinois**

As of September 1, 2015, the Illinois School Code requires that all TCs for licensure will have to pass the edTPA in order to complete their teacher preparation programs and apply for licensure. For more information about edTPA in Illinois, you can visit the following websites:

- <https://www.isbe.net/Documents/edTPA-informational-doc.pdf>
- <https://www.isbe.net/Documents/edTPA-Guide.pdf>
- [https://www.edtpa.com/PageView.aspx?f=GEN\\_Illinois.html](https://www.edtpa.com/PageView.aspx?f=GEN_Illinois.html)

All candidates applying for initial licensure will need to provide evidence of having passed the edTPA beginning fall, 2015 before they will receive a license. The edTPA is only required for initial licensure in Illinois. Once a candidate already holds an Illinois Professional Educator License, the edTPA will not be required for subsequent endorsements.

### **edTPA Components**

The edTPA includes three major components: Planning for Instruction and Assessment, Instructing and Engaging the Focus Learner, and Assessing Learning. In the Planning Task, candidates include an instructional context, lesson plans, instructional materials, and a Planning Commentary. In the

Instruction Task, there is a video component and an Instruction Commentary. In the Assessment Task there is an analysis of student work, examples of feedback to student, and an Assessment Commentary.

### **Submission of edTPA assessment**

To qualify for Educational Licensure in the state of Illinois candidates must pass the edTPA assessment. This assessment should be completed and submitted **early** in the student teaching term. Candidates can find resources which provide information about the performance assessment required for licensure at the edTPA website on the NCE Tools Page <http://www.nl.edu/ncetools/spetools/>.

The edTPA assessment needs to be completed and submitted for scoring by Pearson during student teaching. Evidence of a candidate's ability to teach is drawn from a learning segment of 3-5 consecutive, with each lesson having a lesson objective and planned supports designed to meet the needs of the focus learner with respect to the learning goal identified for the focus learner.

You will teach content consistent with what you normally teach, planning and instructing as you normally would teach. However, for this assessment, you will develop an in-depth case study of one learner (your focus learner) from your class, group, or caseload.

### **How can candidates prepare for a successful edTPA?**

To reduce the likelihood of a re-take, there are many things the candidate should do. These include:

- Review SCALE's Making Good Choices Handbook (edTPA website → candidates → getting started)
- Address carefully every point in the commentary prompts
- Provide evidence that is directly related to the criteria in the rubrics
- Video every lesson in your teaching episode
- Collect a rich sampling of student work during your teaching episode

### **Support for edTPA**

NLU TCs will be supported throughout their specific program in order to be prepared for this assessment. NLU TC support is available at: <http://www.nl.edu/edtpa>

Support from SCALE and Pearson can be found at <http://edtpa.aacte.org>.

Frequently asked questions about edTPA:

[https://www.edtpa.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_FAQ\\_Candidates.html](https://www.edtpa.com/PageView.aspx?f=HTML_FRAG/GENRB_FAQ_Candidates.html)

## **ROLES AND RELATIONSHIPS**

One of the major purposes of student teaching/practicum is to provide the student with concrete experiences that will help in the development of a realistic perception of self in the professional role of teacher and in collaborative relationships with others who perform various functions within the school organization.

## THE COOPERATING TEACHER

Critical to the development of a student teacher/practicum student's perception of "self as teacher" is the relationship between the cooperating teacher and the student teacher/practicum student. In the spirit of the teacher preparation programs at NCE/NLU, the success of this relationship relies upon the cooperating teacher's willingness to endorse and promote three central practices with a student teacher/practicum student.

1. To **accept** the student teacher/practicum student as a person and a colleague with the goal of helping him or her become as competent as possible within the school.
  - Assess the on-going contributions of the student teacher/practicum and assist in the development of self-evaluation skills.
  - Assist student teacher/practicum student in developing appropriate teacher-student relationships.
  - Progress from team planning with the student teacher/practicum student to monitoring student teacher/practicum student planning.
  - Promote student teacher/practicum student reflection on the multiple and complex decision making activities within the school.
  - Support the student teacher/practicum student with the various "publics" - the children, parents, and other faculty - and confer privately about areas of difficulty.
  
2. To **support** the student teacher through the sharing of accumulated professional wisdom as well as making time for interaction and conversation.
  - Acquaint the student teacher/practicum student with the classroom and Special Education program organization and explain their underlying philosophical rationale.
  - Articulate program goals, the rationale for the selection and creation of learning experiences, developing collaborative relationships with other teachers and parents, and the techniques for evaluating student growth.
  - Aid the student teacher/practicum student in utilizing strategies for learning about children -- techniques of diagnosis, observation, evaluation, staffing, and interpreting records - in order to determine student needs.
  - Model professionalism in daily interactions with colleagues, children, and parents.
  - Demonstrate effective interaction skills and teaching techniques and assist the student teacher/practicum student in analyzing effects on student learning.
  - Give specific, written feedback on strengths and areas for growth.
  
3. To **encourage** the student teacher/practicum student to develop a personal style through successes and failures while providing ideas and feedback.
  - Invite and encourage the student teacher/practicum student to participate in planning sessions, staffing, faculty meetings, and professional conferences.
  - Assist the student teacher/practicum student in creating appropriate learning experiences.
  - Suggest alternative strategies for teaching and collaboration that were successful as well as teaching and collaboration that were unsuccessful.

- Encourage the student teacher/practicum student to take risks in teaching and to develop a personal teaching style.
- Highlight for the student teacher/practicum student specifics of the emerging teaching/collaborative style.

## THE UNIVERSITY SUPERVISOR

The university supervisor actively participates in the student teacher/practicum student's professional development and bears three major responsibilities.

1. To **encourage** and **facilitate** the professional growth of the student teacher/practicum student.
  - Work collaboratively with the student teacher/practicum student, the cooperating teacher, and the principal to promote continuous professional growth for the student teacher/practicum student.
  - Help the student teacher/practicum student integrate theory and practice.
  - Observe and conference with the student teacher/practicum student and the cooperating teacher in order to assist in the analysis of the teaching/learning and collaborative process and broaden the student teacher's/practicum student's educational insight.
  - Require the student teacher/practicum student to become self-analytic and develop competence as a critically reflective practitioner.
  - Serve as a resource person for the student teacher/practicum student.
  - Accept a major role in assisting the student teacher/practicum student's creation of a portfolio of work which represents his/her professional growth during the student teaching/practicum experience.
  - Accept a supportive role in the candidate's development of the Teacher Performance Assessment, or edTPA (see edTPA: Teachers who Support Teacher Candidates document for Acceptable (and unacceptable) Forms of Candidate Support in Appendix).
2. To **evaluate** the student teacher/practicum student's performance and professional growth.
  - Utilize standards which are broad enough to respect individual philosophy and values yet explicit enough to reflect commonly shared beliefs and practices about educational competence.
  - Evaluate the student teacher/practicum student holistically in consultation with the student teacher, the cooperating teacher, the seminar leader, and others when needed.
3. To **serve** as liaison between NCE/NLU and the local school site.
  - Interpret the student teaching program practicum student policies in personal conferences or group meetings with cooperating teachers and principals.
  - Serve as resource person to the cooperating teacher and school when necessary.

## THE PRINCIPAL

The principal is the formal liaison between NCE/NLU and the classroom in which the student teaching/practicum occurs. The principal can serve a unique and critical role in relation to the student teacher/practicum student.

- Assign student teacher/practicum student to faculty who are both willing and qualified to guide this critical experience.
- Help the student teacher/practicum student develop an understanding of the principal's role as instructional leader, site manager, and liaison between the school and the local community.
- Describe the school-wide educational program; especially the philosophy, policies, and rationale which govern procedures.
- Orient the student teacher/practicum student to building resources and discuss significant aspects of the school community.
- Meet the student teacher/practicum student's needs by encouraging supplementary experiences such as participation in faculty meetings, staffings, or special school programs.
- Observe the student teacher/practicum student in the classroom and assist in the evaluation of the student teacher/practicum student.
- Provide information to assist in the refinement and enhancement of the Special Education program at NCE/NLU.

## STAGES OF STUDENT TEACHING

The university student progresses through several stages in the process of becoming a teacher. A gradual assumption of the responsibilities of teaching gives the children in the classroom an opportunity to adjust to the student teacher as a new team member, gives the student teacher an opportunity to gain confidence and competence, and gives the cooperating teacher the time and the opportunity to transfer from the role of authority and director to the role of mentor and observer.

While it is intended that the student teacher eventually assumes full responsibility for all teaching behaviors, it is likewise emphasized that the student teacher is not to take on additional roles such as substitute teacher when the cooperating teacher is absent or supervision beyond the cooperating teacher's usual and typical responsibilities.

**Note:** Since the student teaching experience is a linked experience with Practicum II, the teacher candidate should be ready to take over some classroom routines right away. Continue asking questions to ensure a successful student teaching experience. During this time they should feel free to jump in or ask to do anything that seems appropriate. **It is always recommended to first check with the CT.**

### **About edTPA:**

It is strongly recommended that student teachers discuss with the CT the **edTPA** assessment before first week of student teaching. Begin planning a time frame for implementation of the **edTPA** lessons, handouts and collect all permission forms in order to videotape for the **edTPA**.

The following is a **sample** 'take over' plan to consider. **Please note that student teachers often need to start preparing for edTPA lessons before the suggested timelines in the sample schedule below.**

## **GETTING INVOLVED**

### **Week 1**

- Tour the school building.
- Meet other faculty, staff, and support personnel.
- Learn student names, seat locations regular classroom as well as special education classroom.
- Learn the classroom routines, procedures, and expectations for all classrooms in which assigned children are placed.
- Take part in discussions with other teachers.
- Read texts and other curriculum materials.
- Locate materials pertaining to subjects being studied.
- Help individual students with their work.
- Assist with housekeeping details (lights, windows, etc.).
- Help move classes or students to other areas of the building.
- Prepare and duplicate instructional materials.
- Share ideas for bulletin boards, interest centers, and learning centers.
- Interact with children before school, after school, during free time.
- Study cooperating teacher's daily and weekly plans.
- Take attendance, accept lunch money as appropriate.
- Observe individual student differences.

### **edTPA:**

- Identify and select a focus learner from the students you teach and get appropriate permissions. To the extent possible, ensure that the area(s) for which you first assume responsibility include your focus learner and area of needs.
- Document the context for learning for your learner. Access a description of the community from the school district's and school's websites; make note of the demographics of the school, students and faculty, resources for those with disabilities and other items of interest that will help you get to know the environments of your teaching and learning community.
- Consult with your cooperating teacher regarding the best class to record 3-5 successive lessons, and the approximate week in which the lessons will be recorded.

## **GAINING CONFIDENCE**

### **Weeks 2**

- Take responsibility for instruction in one area or one classroom then add another.
- Design plans to meet university guidelines with input from cooperating teacher.
- Help individual or groups.
- Share supervision responsibilities.

**edTPA:**

- Obtain permissions for video recording; only for those students whose parents or guardians have signed release forms, practice videoing your CT teaching, and your own beginning lessons with individuals/small groups.

**FINE TUNING****Weeks 3-4**

- Keep all responsibilities already assumed.
- Take responsibility for a new area of instruction each week.
- Design plans independently and then get feedback from cooperating teacher.
- If in a resource or self-contained room, begin learning how to pace the students.
- Examine effectiveness of instructional techniques and adaptations.
- Prepare modified assessment instruments, study guides, and materials as needed.
- Demonstrate variety in instructional strategies.

**edTPA:**

- Develop 3-5 successive lesson plans within a larger unit which include your focus learner and his or her documented areas of need and strength.
- Practice video recording lessons you teach.

**TAKING ON FULL RESPONSIBILITY (Minimum 2 Full Weeks):****Weeks 5-8**

- Keep all responsibilities already assumed.
- Assume responsibility for all other instructional tasks in the classrooms and collaboration with regular education teachers.
- Accommodate needs of individual learners creating study guides, adapting tests and materials, and providing instruction individually and to groups.
- Exhibit flexibility in adjusting plans.

**edTPA:**

- Teach and video record the 3-5 lessons you planned, including your focus learner.
- Include appropriate assessments and descriptive feedback for focus learner.
- Submit all materials to Pearson (in Seminar class).

**TRANSFERRING BACK:****Weeks 9-11**

- Gradually return responsibility to cooperating teacher.
- Observe other classrooms in the school, especially other special education programs and classrooms.
- Observe cooperating teacher.
- Plan for closure with cooperating teacher and children.

## NATIONAL LOUIS UNIVERSITY REQUIREMENTS

The student teaching/practicum experience at NCE/NLU is a critical phase in "learning to be" a teacher and collaborator. The activities and expectations listed below provide the student teacher/practicum student, the cooperating teacher, and the university supervisor a clear and comprehensive explanation of university requirements.

### ATTENDANCE

1. The development of professional attitudes and behavior begins when the student teacher/practicum student receives notification of placement. Prior to beginning the placement, the student teacher is expected to contact the principal of the student teaching/practicum site and make arrangements to report to school and meet with the cooperating teacher before beginning to work in the classroom.
2. The student teacher/practicum student should report to the school early enough to prepare for the school day and should stay after school long enough to finish up necessary tasks. The student teacher should discuss appropriate arrival and departure times with the cooperating teacher and the university supervisor. Practicum students should arrange times convenient for the cooperating teacher to meet regularly.
3. During student teaching, the student teacher is expected to be at school **all day and every day of his or her assignment**, unless otherwise specified in the Seminar syllabus (e.g., extended edTPA work sessions). The student teacher is expected to follow the district calendar for holidays rather than the NLU calendar. Conflicts between the university calendar and the school calendar should be discussed with the university supervisor or the seminar leader.
  - **The beginning of the student teaching/practicum** term depends on the calendar for the district in which the placement site is located. The student teacher is notified of the correct date when the placement is verified.
  - **The end of the student teaching/practicum** term is established on the university calendar. During Spring Quarter, it ends when the NCE/NLU quarter ends or the last day of the school year for the district in which the placement site is located, whichever comes first. **In all cases, a full 11-week student teaching term (not counting Spring Break) is required.**
4. Necessary absences from student teaching/practicum due to personal illness or religious holidays are, of course, respected. In the case of such absences, the student teacher **MUST** notify the university supervisor, the cooperating teacher, and the school office (if requested) as soon as the student teacher/practicum student knows of the absence. Arrangements for making up missed days must be discussed with the university supervisor.
5. A professional seminar accompanies every student teaching experience and practicum. **Attendance at this seminar is mandatory**, even in the event of parent conferences, school

meetings, etc. A schedule for each seminar is available in the syllabus for student teachers/practicum students each quarter. The seminar meets every week throughout the experience.

6. Additionally, since meetings are part of the real world of schools, the student teacher should try to attend all those that the cooperating teacher attends as much as possible. There is much to learn from attending these meetings and they can be possible topics of discussion in the seminars.

## DAILY PLANNING

Instructional planning is a critical component in determining the potential success of a student teacher. The student teacher is continually advised that daily written lesson plans are essential to effective teaching in order to take into consideration the abilities, interests, and background of the class as a group as well as the children individually.

1. A formal, written lesson plan is required for **EVERY** lesson taught by the student teacher as the **primary instructor or lead teacher and observed by the University Supervisor**. Student teachers are also required to write a lesson plan for specific lessons taught using the Adaptive Cycles of Teaching. Student teachers are expected to use the most current version of the SPE Program's UDL lesson plan template, distributed by the seminar leader and found in D2L, unless the school requires their own lesson plan format. If not using the NLU/SPE template, the student teacher should check with the seminar leader as to which template is best suited to the edTPA requirements. The university supervisor may also, if desired, request more specific planning. Each plan is to be submitted in advance to the cooperating teacher for feedback. **The cooperating teacher is to initial every plan** mentioned in the above.

Daily Lesson Plans must be aligned, and include the following:

- a. State Standards
  - b. Objectives for student learning
  - c. Materials needed to teach the lesson
  - d. Procedures
  - e. Student assessment
2. **ALL of the lesson plans are to be available to the university supervisor at every visit.** The university suggests that they be organized into a loose leaf notebook which is examined during each supervisory visit.
  3. When the university supervisor makes an observation visit, a **COPY of the lesson plan for that day/time** must be available for the supervisor. This copy is attached to the observation notes and becomes part of the student teaching record.

## EVALUATION

### Overview

The Special Education program at NCE/NLU believes that student teaching and practicum are comprised of many parts and that assessment of the student teaching/practicum experience must be holistic to accurately represent the complexity of the learning to teach process. This assessment requires a cooperative endeavor among the student teacher/practicum student, the cooperating teacher, the university supervisor, and the seminar leader. This assessment must be both formative and summative in nature and must move beyond the walls of the classroom into the school community and the realm of professional responsibilities beyond.

Holistic assessment of the student teaching/practicum experience encompasses three elements:

- Meeting University Requirements
- Competency in Instruction and Collaborative Consultation
- edTPA (educative Teacher Performance Assessment)

The **student teacher/practicum student** is encouraged to be **self-analytic and self-reflective**; to discuss the student teaching/practicum experience with the cooperating teacher, the university supervisor, the seminar leader, and other student teachers.

The **cooperating teacher** has a natural and continuous opportunity to participate in the assessment of the student teacher/practicum student. Conferences with the student teacher/practicum student create opportunities for insightful analysis of teaching in relation to the development of professional competence. A skillfully conducted conference can be a valuable teaching tool for drawing together information related to planning, performance, and strategic planning for future instructional episodes. The cooperating teacher can also mentor the student teacher/practicum student in the selection and creation of pieces for inclusion in the portfolio that represent growth and development as a teacher over the student teaching/practicum experience.

The **university supervisor** has the primary responsibility for the assessment of the student teacher/practicum student. The university supervisor, in consultation with the cooperating teacher will determine the level of competence the student teacher/practicum student has demonstrated. The university supervisor is responsible for maintaining records with regard to the student teacher/practicum student's compliance with the NLU requirements during student teaching/practicum. In consultation with the seminar leader, the university supervisor will make a qualitative decision about the creation and contents of the portfolio.

The university supervisor **makes a minimum of five visits** to each student teacher during the quarter, including an initial 'meet and greet' conference with the student teacher and cooperating teacher to review expectations on the part of the school and university. When circumstances justify the need for additional supervision, other visits are scheduled. These visits include adequate time for observation of the student teacher/practicum student's performance as a teacher, as well as a post-observation conference with the student teacher/practicum student and the cooperating teacher. When possible, this is a three-way conference.

## edTPA (educative Teacher Performance Assessment)

The edTPA (Teacher Performance Assessment) entails reflective thinking on one's developing teaching practice while creating a digital portfolio consisting of lesson plans, video clips, student work samples, and reflective commentaries. All initial licensure 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 successive lessons from a unit of instruction taught to one focus learner, most often in the context of a larger class during the term of student teaching. There are many supporting resources, including one primary handbook (SPE Assessment Handbook) and two supporting handbooks (Making Good Choices, and secondarily, Understanding Rubric Progressions, a more technical, advanced reference), as well as a variety of templates (e.g., Context for Learning; lesson plan template). The edTPA will include a student teacher-created video segment as part of the assessment.

**Note: Supervisors should not observe lessons planned and taught as a part of the edTPA learning segment nor should they help with the video portion of the lesson(s) taped. Further information about edTPA can be found at the end of the Handbook.**

## Competency Appraisal

A competency appraisal is part of the on-going evaluation of the practicum student and student teacher as well as a diagnostic tool to highlight strengths and to target needs for continued development. The appraisal is also used as a communication tool among all parties concerned: the practicum student or student teacher, the cooperating teacher, and the university supervisor.

The **practicum student or student teacher**, the **cooperating teacher**, and the **university supervisor** each complete a competency appraisal at the end of **Practicum II**, followed by the completion of a competency appraisal at the **midpoint** in the **Practicum III/Student Teaching** quarter. **At the end** of the Practicum III/Student Teaching experience, the competency appraisal is completed as a summative evaluation of the student teacher/practicum student. The appraisals completed by the cooperating teacher and the university supervisor are returned to NCE/NLU and become part of the student teacher/practicum student's permanent record.

These competency appraisals are considered to be the key element in the holistic assessment of the student teacher/practicum student and in the assignment of the final grade for student teaching. The competency appraisal forms are provided by the university supervisor and also available online:

<https://www.nl.edu/ncetools/spetools/bacompapp/>

## COMPETENCY DESCRIPTORS

The competency appraisal contains 8 constructs for assessment of the student teacher/practicum student at each visit by the university supervisor as well as at the midpoint and at the conclusion of the student teaching/practicum experience. The eight constructs of teaching assessed using the competency appraisal are based on the standards of the Illinois State Board of Education, the Council for Exceptional Children and the Interstate New Teacher and Support Consortium. The specific standard for each is referenced after each performance indicator.

Standards Key:

CEC - Council for Exceptional Children INTASC - Interstate New Teacher and Support Consortium ISBE - Illinois State Board of Education (LBS I Standards) IPTS - Illinois Professional Teaching Standards
---

### **1. Interactions and Relationships with Students, Colleagues, Families and Community Members**

The candidate collaborates with classroom teachers, parents, Para educators, and other school and community personnel in decision-making and problem solving to support student learning and wellbeing. (IPTS #9 and #10, ISBE #7, CEC #10, INTASC #10).

The candidate collaborates in the development of individualized education programs (IEPs), and communicates progress with students, parents, and other team members. (CEC#1, IPTS #9, ISBE #7).

The candidate models accurate, effective communication when conveying ideas and information and when asking questions and responding to students. (IPTS #7).

The candidate communicates using proper oral and written English. (INTASC #6, IPTS #7).

The candidate demonstrates positive regard for cultural and gender differences, and the varying abilities of individual students and families. (IPTS #3, CEC #3, #1).

The candidate develops an appropriate rapport with students. (CEC #2).

### **2. Management and Organization**

The candidate organizes, modifies, and manages time, materials, and physical space to facilitate learning according to the student's physical, sensory, and/or behavioral needs. (IPTS #5, ISBE #5, CEC #5, INTASC #5).

The candidate maintains proper classroom decorum. (IPTS #5, ISBE #5, CEC #5, INTASC #5).

The candidate uses procedures to help students develop self-awareness, self-control, and self-esteem and manage their own behavior. (ISBE #5, CEC #5, ISBE #5, INTASC #5).

The candidate demonstrates a variety of effective behavior management techniques appropriate to the needs of students with exceptional learning needs, and applies least intrusive management procedures. (IPTS #5, ISBE #5, CEC #5, INTASC #5).

The candidate plans for smooth transitions and presents lessons in a manner which engages students. (IPTS #5, ISBE #5, CEC #5, INTASC #5).

### **3. Planning and Instruction**

The candidate uses IEP goals and objectives to plan instruction for students with exceptional learning needs. (IPTS #4, ISBE #4, CEC #7, INTASC #4, #7).

The candidate develops and/or selects relevant, high interest instructional materials, resources, and strategies that are appropriate for students with cultural, linguistic, gender and learning style differences. (IPTS #4, ISBE #4, CEC #7, INTASC #4, #7).

The candidate prepares well-written daily and long range plans thoroughly, and evaluates and/or adjusts plans according to student needs. (IPTS #4, ISBE #4, CEC #7, INTASC #4, #7).

The candidate uses instructional time effectively. (ISBE #6).

The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills. (IPTS #6, ISBE #6, CEC #4, INTASC #4).

The candidate presents lessons in an original manner and considers individual interests, abilities, and backgrounds during planning and instruction. (IPTS #3, INTASC #4, #7, CEC #3).

The candidate uses a wide range of instructional technology to enhance student learning and accomplish educational objectives. (IPTS #4, #6, ISBE #4, #6, CEC #7).

#### **4. Assessment and Evaluation**

The candidate designs, uses and/or modifies various formal and informal assessment strategies to evaluate student learning. (IPTS #8, INTASC #8, CEC #8, ISBE #3).

The candidate maintains accurate records of student performance. (IPTS #8, ISBE#3, CEC #3).

The candidate involves students in self-assessment, reflection, and goal setting. (IPTS #8).

The candidate uses assessment results to diagnose students' learning needs, and identify supports and adaptations needed to meet the needs of students with exceptional learning needs. (IPTS #8, CEC #8, ISBE #3).

#### **5. The Needs of Individual Students**

The candidate adapts or develops alternative instructional materials according to the needs of students in all settings. (IPTS #6, #8, #9 ISBE #6, #3, INTASC #2, #3).

The candidate demonstrates knowledge of the exceptional learning needs of each student and understands how this impacts his or her learning, relationships, values, and beliefs. (IPTS #3, INTASC #2, IPTS #3, #9, CEC #2, #3).

The candidate facilitates a learning community in which individual differences are respected. (IPTS #3, #9, CEC #5).

The candidate analyzes individual and group performance in order to design instruction that meets learners' needs in the cognitive, social, emotional, ethical, and physical domains and at the appropriate level of their development. (IPTS #2, #6, CEC #4 and #2).

#### **6. Teacher as a Life-long Learner: Professional Growth and Development**

The candidate assesses his or her own needs for knowledge and skills related to teaching students with exceptional learning needs, seeks assistance and resources, and accepts constructive feedback. (IPTS #10, INTASC #9, ISBE #9, CEC #1, #9).

The candidate projects a professional image in dress, grooming, and demeanor. (CEC #9, ISBE #8, IPTS #11).

The candidate follows school and University policy and procedures. (IPTS #11, CEC #9, ISBE #8).

## **7. Content Knowledge**

The candidate uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding. (IPTS #1, ISBE #6, CEC #1).

The candidate conducts the professional activities of instruction and assessment consistent with the requirements of law and local district policies and procedures. (IPTS #1, #11, ISBE #1, #8, CEC #1).

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. (IPTS #1, ISBE #1, #6, CEC #1, INTASC #1).

## **8. Language**

The candidate provides effective language models and uses communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not English. (CEC #7, IPTS #7).

The candidate is familiar with technologies to support and enhance communication of individuals with exceptional needs. (CEC #7, IPTS #7).

Student teaching/practicum is a professional experience designed to affect the transition from the role of student to that of professional. The primary channel for professional growth is regular and continuing cooperation and evaluation among the student teacher/practicum student, the cooperating teacher, and the university supervisor.

National College of Education is committed to evaluating student performance on the basis of competence. Such evaluation is aided by use of a Competency Appraisal that serves as a checklist of those competencies considered important for effective teaching and collaboration. The checklist is supported and clarified through the addition of anecdotal comments.

## **NCE/NLU REQUIREMENTS**

The university supervisor maintains records for each student teacher/practicum student in order to document that each of the requirements has been met appropriately. These include attendance and daily planning. The manner in which these requirements were fulfilled contributes to the assessment of the student teaching/practicum.

## **THE FINAL GRADE**

The final grade for student teaching/practicum will be determined on the basis of student teacher/practicum student demonstration of professional levels of competence in the classroom and in the broader educational community as demonstrated by the components in the practicum/student teaching, including satisfactory submission of the edTPA.

A final letter grade [A, B, C, D, or F] for the field experience is assigned by the university seminar leader after consultation with others. This grade is based upon a holistic assessment of all the factors that have been mentioned in the handbook, which can be summarized as including the following components:

- Meeting university and NCE requirements on student teaching

- Competency Appraisal
- edTPA submission
- Final grade for student teaching seminar (separate from the student teaching field experience)

## REMOVAL FROM STUDENT TEACHING/PRACTICUM

At any time during the student teaching/practicum experience where, in the professional judgment of the university supervisor and/or the cooperating teacher, a student teacher/practicum student is not making adequate progress toward developing competence, others may be called upon to visit the site, observe the student teacher/practicum student, and confer with the cooperating teacher and the building principal. If, in their combined judgment, it is determined that some growth is evident and there are conditions or situations that may have encumbered the student teacher/practicum student from moving ahead, a Remediation Plan will be put in place in a stepwise manner (see below).

However, if, in their combined judgment, it is determined that the student teacher/practicum student is making **very limited progress** toward developing competence, the student teacher may be given a grade of **N (no credit)** and advised to reconsider career goals. This automatically makes the student teacher/practicum student ineligible for student teaching/practicum and terminates continuation toward licensure.

## REVIEW PROCESS/REMEDIATION PLAN

### (For teacher candidates experiencing difficulties at a placement site)

When difficulties arise in the classroom, the university **supervisor**, cooperating **teacher**, and **student** meet to discuss the concerns. This could be initiated at the request of the candidate, the cooperating teacher, the university supervisor, or the school principal. This process is used to openly discuss any concern(s), provide assistance, and facilitate a decision regarding the concern(s).

### STEP 1: Classroom Level – School

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

Occasionally a principal requests that a candidate be removed from a field placement. In such cases, the university supervisor should attempt to implement STEP 1. Copies of the written remediation plan are submitted to the teacher preparation unit leader. If STEP 1 is not possible, the matter moves to STEP 2 or STEP 3 depending upon the nature of the concern(s).

### STEP 2: Classroom Level - University

If the matter remains unresolved or intensifies, the university **supervisor**, the cooperating **teacher**, the **candidate**, and the **teacher preparation unit leader** discuss the concern(s), relevant information, and documentation. In some cases the **principal** may also be involved. Prior to a decision, an additional observer (i.e. the seminar leader) may be asked to complete an observation to contribute to the record. A decision will be made regarding continuation in the current placement.

### *Option A*

The candidate will continue in the current placement. A new written remediation plan will be developed that outlines the continued concern(s), the agreed upon outcome(s), and the timeline for implementation. The impact of the problem(s) on the grade for the field experience will be discussed and documented in writing by the teacher preparation unit leader. The **Director of Teacher Preparation** will write about the concerns raised in this situation and send a copy of all written documentation. The seminar leader will receive a copy of the remediation plan.

### *Option B*

The candidate will be removed from the current placement. If the matter warrants a change in placement or other action, the matter moves to STEP 3. The concerns will be forwarded to the **Director of Teacher Preparation**. The Director will notify the **academic advisor**, the **Office of Field Experiences (OFE)**, the **seminar leader**, and the **Dean's Office** in writing of the candidate's removal from the placement.

### **STEP 3: Program Level**

When the matter is referred to the **Director of Teacher Preparation**, the **candidate**, the **university supervisor**, and the **Director of Teacher Preparation** will meet and discuss the concern(s), relevant information, and all documentation. This discussion must occur within 5 days of the notification of removal. A decision will be made regarding the options available to the candidate. The candidate will be notified of the Program Level decision in writing within 5 days of the meeting. The teacher preparation unit leader will also notify the academic advisor, the Office of Field Experiences (OFE), the seminar leader, and the Dean's Office of the decision in writing.

### *Option A*

If there were special conditions or situations that may have encumbered the candidate there are two possible avenues:

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

### *Option B*

If it is the combined judgment of the university supervisor and the teacher preparation unit leader that the candidate is unable to assume the roles and responsibilities of a classroom teacher, the candidate will not be assigned another placement. The candidate will be given a grade of N (no credit) and advised

to reconsider career goals. This automatically makes the candidate ineligible for continuation in the program and terminates progress toward licensure.

#### **STEP 4: College Level**

Candidates who wish to appeal the decision at STEP 3 must submit a petition to the appropriate Graduate Admission and Retention Council within 15 days of the receipt of the written decision. Candidates must contact their advisor for assistance in submitting the petition. The NCE Remediation Plan template can be found on the [NCE Tools page](#).

#### **FEEDBACK**

The Special Education program within the National College of Education of National Louis University has a commitment to collaboration and cooperation with the cooperating teachers and principals in the local school districts who work with our undergraduate and graduate students in providing laboratory experiences. Thus, we seek and encourage feedback and suggestions that might assist us in our joint endeavors.

Comments regarding all aspects of the student teaching/practicum experience as well as this handbook are welcomed. Please forward them to:

Teacher Preparation Unit  
Special Education Program  
National Louis University  
1000 Capitol Drive, Wheeling, IL 60090