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Master of Arts in Teaching [MAT] Special Education

**Practicum II/Student Teaching
Handbook**

2019 - 2020 Edition

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Practicum II (SPE 576) /Student Teaching Experience

Welcome to one of the most important and exciting phases of your career – Practicum II (SPE 576)/Student Teaching. This experience will support your transition from being a teacher education candidate to becoming a professionally licensed teacher. As Special 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 (SPE 576). Practicum II (SPE 576) is an advanced level course that affords the teacher candidate the opportunity to synthesize his or her knowledge base in IEP development and implementation, curriculum and support planning, instructional delivery, and assessment, based on evidence-based theory and research. Candidates complete a minimum of 20 observation hours. Theory and practice come together in the Practicum II experience as teacher candidates lay the groundwork for their Student Teaching experience.

The clinical placement coordinator in the Office of Field Experience (OFE) will arrange a formal for the Practicum II and Student Teaching linked experience. Students cannot make their own Practicum/Student Teaching placements. The placement process will not begin until a copy of the Practicum/Student Teaching Application has been received by the due date in the Office of Field Experiences. This application can be accessed on the NCE Tools Page. [SPE MAT Checklist and Student Teaching Application](#)

Practicum II (SPE 576)

Practicum II (SPE 576) Requirements

1. **Attendance and active participation** in weekly on-campus class sessions that meet across the entire term.
2. **Professional Demeanor:** The faculty in Special 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 a minimum of five [5] lessons. Three (3) of the lessons must be consecutive and build upon each other with a focus learner in mind. Specific planned supports must be included. The required lesson plan template will be provided.
5. **Reflective Journal:** The purpose of maintaining a reflective journal is to provide an important record of candidate growth and to give the SPE 576 instructor a greater understanding of what the candidate is experiencing. The SPE 576 instructor will discuss his/her expectations regarding content and format of the journal. Journal prompts are often provided.
6. **Video Recording:** Practicum II candidates are required to tape a lesson of their own choosing. This 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.

Student Teaching Orientation in Practicum II (SPE 576)

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 (SPE 576) 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-Nov 24 Monday	Winter 2020 Jan 13-Mar 22 Monday	Spring 2020 April 6-June 14 Monday
Practicum	Begin Experience	Second week of quarter	Second week of quarter	N/A
	End Experience	Friday, November 22	Friday, March 13	N/A
Full-day Student Teaching	Begin Experience	N/A	When teachers report in January	Monday, March 16
	End Experience	N/A	Friday, March 13 or Friday, March 20	Friday, June 5

Student Teaching

General Requirements

All MAT candidates seeking licensure in Special Education must complete a minimum of 11 weeks of student teaching during the Winter or Spring term, following successful completion of Practicum II (SPE 576) with a grade of B or better. The associated 11-week 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 Cooperating Teacher who is actively licensed with a Learning Behavior Specialist 1 endorsement.

Candidates in the MAT program must register for 5 semester hours of experience (required for licensure) and complete a full-day student teaching experience. This experience is designed to involve the student teacher in all dimensions of teaching responsibility. Students enter into partnerships with cooperating teachers to plan, organize, develop and implement IEPs, lesson plans, learning environments and instructional materials. Student teachers are afforded opportunities to work with the materials and physical resources of a school district, and are expected to actively collaborate with supporting personnel. Student teachers are typically welcomed to faculty meetings and are frequently allowed to participate in other professional responsibilities such as parent conferences and district-wide meetings. The corresponding campus-based professional seminars are an integral part of this experience and provide the student teachers with a framework for support, reflection, and instruction.

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.

It is important that candidates check their NLU email accounts daily for important information and updates.

Campus Seminars

During student teaching there will be weekly seminars. The syllabus and course schedule will be shared with specific dates and times. **Attendance is mandatory, even in the event of parent conferences, school meetings, coaching, etc.** 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 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:** 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 seminar leader will discuss his/her expectations regarding content and format of the journal.

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. Students are expected to use the most current version of the SPE Program's lesson plan template, distributed by the Seminar leader and found in D2L, unless the school requires their own lesson plan format. The specifics of lesson planning should be discussed with the university supervisor and cooperating teacher.

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. Daily lesson plans must be aligned including the following:

- Standards
- Objectives for Student Learning
- Assessment Procedures
- Planned Supports
- Materials
- Instructional Procedures

Each plan is to be submitted in advance to the cooperating teacher for feedback. 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 a focus learner 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 implemented 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. Competency Appraisals forms can be found and completed in Livetext.

Student Teaching - Supervision

1. **Initial Two Formal Observations:** 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 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 and may attend the exit interview. 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. 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.

Welcoming Candidates to the Classroom

In an effort to welcome and support 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, needs of the students and appropriate planned supports.
- Discuss student IEPs.
- Promote reflection on the multiple and complex decision-making activities.
- Encourage the candidate's development of self-evaluation and reflection skills.

The following is a **sample** 'take over' plan to consider:

Week 1: This is the 'Getting to Know Everything' phase. It is very different being in the classroom every day all day. This first week should be spent observing variations in the weeklong experience while interacting with the students in the classroom in positive and responsive ways.

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

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

edTPA:

- Identify and select a focus learner from the students you teach and get appropriate permissions.
- Complete the Context for Learning template.
- 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.

Weeks 2 - 4: This is the 'Gaining Confidence' phase. The student teacher begins taking responsibility for teaching in one class and adding a new class every week as well as other teacher responsibilities.

edTPA:

- Practice videoing your own beginning lessons with individuals/small groups.
- Develop Planning Task 1.
- Candidates are encouraged to organize a personal calendar to prepare for a successful submission during Student Teaching.

Weeks 4 – 6: This is the time to teach the edTPA learning segment. Submission of the documents and commentaries required for the edTPA needs to happen before the end of the term. A program-wide official submission date will be included on the course schedule for Student Teaching. This date will also be announced in Practicum II or at the beginning of seminar.

edTPA:

- Implement and video record the 3-5 lessons you planned in Task 1.
- Complete Task 2 & 3.
- Submit all 3 tasks to Pearson (in Seminar class).

Weeks 5 – 10: This is the 'Fine Tuning' phase. The student teacher continues to assume more responsibilities until taking over all of the classroom teaching. Sometime during weeks 5-10, student teachers must assume **full responsibility** for everything that happens in the classroom – planning, assessment, instruction, management, everything. Student teachers are required to have full responsibility for **a minimum of 2 full weeks**. We strongly encourage student teachers to do more if possible.

Weeks 10 – end: This is the 'Transferring Back' stage. The student teacher gradually returns responsibilities for teaching back to the cooperating teacher, following a reverse process. This is also a time when student teachers are encouraged to visit other classrooms and grade levels in their school. Student teachers are now able to look in classrooms with more experienced eyes.

While it is intended that the student teacher eventually assume full responsibility for all teaching responsibilities, 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.

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, assessments, 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 IEP understanding and development, methods of teaching, planned supports, assessment, use of state standards, school protocol, lesson ideas, and much more.

Constant communication plays a major role in all relationships and is extremely important in this experience. In addition to one-on-one dialogues or team meetings, it is important to have genuine, meaningful communication with the cooperating teacher. For example, ask questions for clarification no matter what the issue might be. Whether it is about a student's IEP, 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. Some cooperating teachers will ask student teachers to write questions that emerge outside of the school day or continue discussions by e-mail.

For the Cooperating Teacher

A major purpose of the Student Teaching experiences is to provide the student teacher 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. The success of this relationship relies upon the cooperating teacher's willingness to endorse and promote three central practices with a student teacher.

- To **accept** the student teacher as a person and a colleague with the goal of helping he/she become as competent as possible within the school.
- To **support** the student teacher through the sharing of accumulated professional wisdom as well as making time for interaction and conversation.
- To **encourage** the student teacher to develop a personal style through successes and failures while providing ideas and feedback.

In this critical role, the cooperating teacher must hold a standard Professional Educator License with a primary endorsement in Learning Behavior Specialist I (P-21) 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 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. Acquaint the student teacher with the classroom and Special Education program goals and organization. Explain their underlying philosophical rationale and assist the candidate in creating appropriate learning experiences and relationships.
 - b. Aid the student teacher in utilizing strategies for learning about children, techniques of diagnosis, observation, evaluation, staffing, and interpreting IEPs in order to determine student needs.
 - c. 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.
 - d. Discuss the requirements of the edTPA learning segment and assist in identifying an appropriate topic and supporting resources.
 - e. Progress from co-planning to monitor the candidate's individual planning.
 - f. Invite the candidate to participate in IEP meetings, department meetings, faculty meetings and professional conferences.
 - g. Assist in the development of self-reflection and self-evaluation of the student teacher.
2. Provide oral and written feedback to the candidate on instruction and assessment.
 - 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 interaction skills and teaching techniques 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.
 - 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. Outline the takeover schedule.
 - c. Provide basic 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 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 student teaching experience.

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 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

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 midterm and final Competency Appraisal for Student Teaching with comments

The University Supervisor is responsible for fulfilling the following requirements:

- Conduct an introductory visit when student teaching begins
- 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

The Seminar Leader is responsible for fulfilling the following responsibilities:

- Discuss 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

In as much 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 Student Teaching. The grading will be detailed in the syllabi posted in D2L.

1. Achieving Competency in the Classroom

Regular and ongoing communications among the 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 midpoint and at the end of the Student Teaching experience. 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. These performance indicators and comments serve as a diagnostic tool to identify strengths and areas for continued development. 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 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 Special Education program requirement. The edTPA is housed in LiveText.

3. Final Grade for Practicum II and Student Teaching

The final grade for Student Teaching is 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 SPE 592c 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 <input type="checkbox"/> MAT <input type="checkbox"/>		
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperating Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar Leader/Course Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Copy to Director for Teacher Preparation

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.

Livetest Login Information

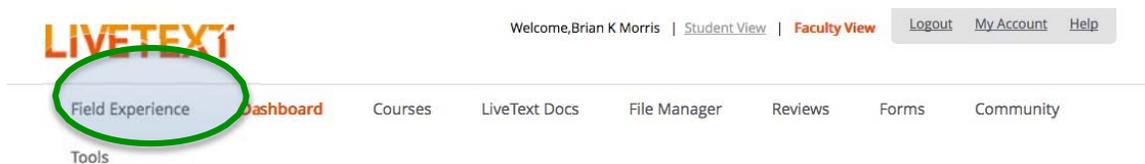


LIVETEXT Login Instructions:

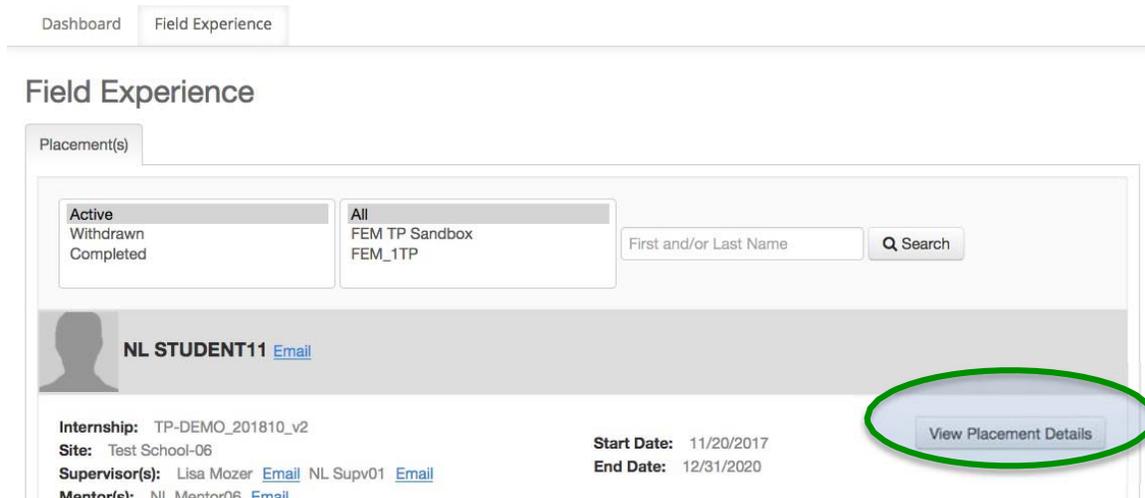
1. Go to www.livetest.com
2. Click the **Login** button at the top right of the page and enter your username and password.



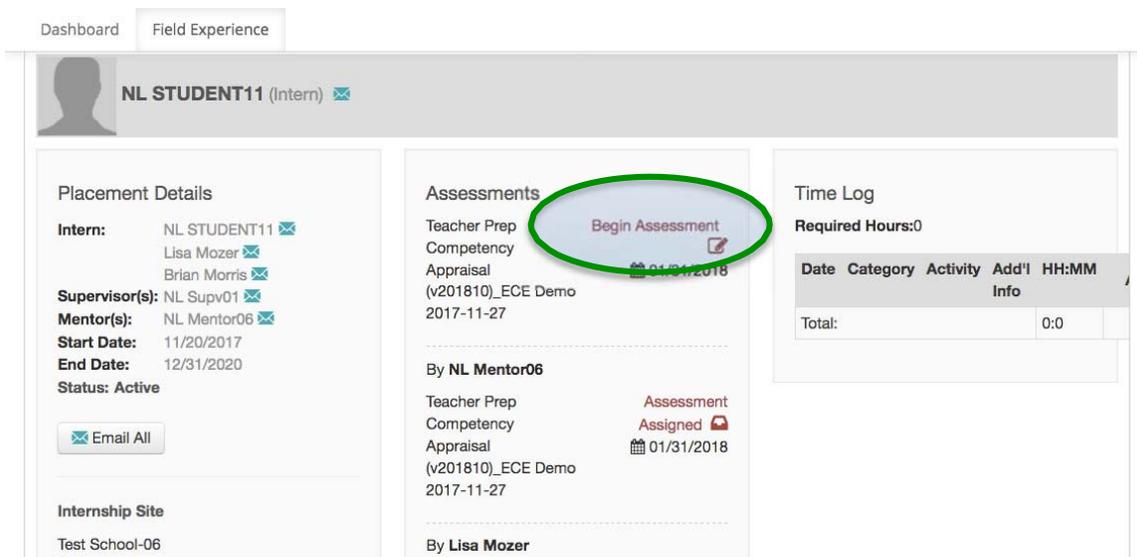
3. You will land on the **Dashboard** by default. Navigate to the **Field Experience** tab on the far left of the window.



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.

Competency Appraisal

https://www.nl.edu/media/nlu/downloadable/nce/studentmaterials/compappraisals/tp_competencyappraisal_spe_v201810.pdf

Lesson Plan Observation Form

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

Please mark the experience being observed				
<input type="checkbox"/> Practicum I	<input type="checkbox"/> Practicum II	<input type="checkbox"/> Practicum III	<input type="checkbox"/> Student Teaching	<input type="checkbox"/> 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	
<p><u>Planning for Instruction</u>: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	

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

Post Observation Conference Notes and Goal Setting

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

Specific strengths:

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

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



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PROFESSIONALS WHO ACHIEVE.
PEOPLE WHO INSPIRE.

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: _____