



NATIONAL  
LOUIS  
UNIVERSITY

**National Louis University  
National College of Education**

**Bachelor of Arts  
Elementary Education**

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**ELE 300 Practicum I Handbook  
Practicum I Seminar and Field Experience  
2017- 2018**

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## **NCE CONCEPTUAL FRAMEWORK**

### A Professional Community Advocating for All Learners

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

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

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

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

## **WELCOME TO PRACTICUM I: Overview**

This handbook provides the goals for, and an overview of the Practicum I experience which aligns with the six themes that are used to organize the outcomes of the BA ELED program. These themes are:

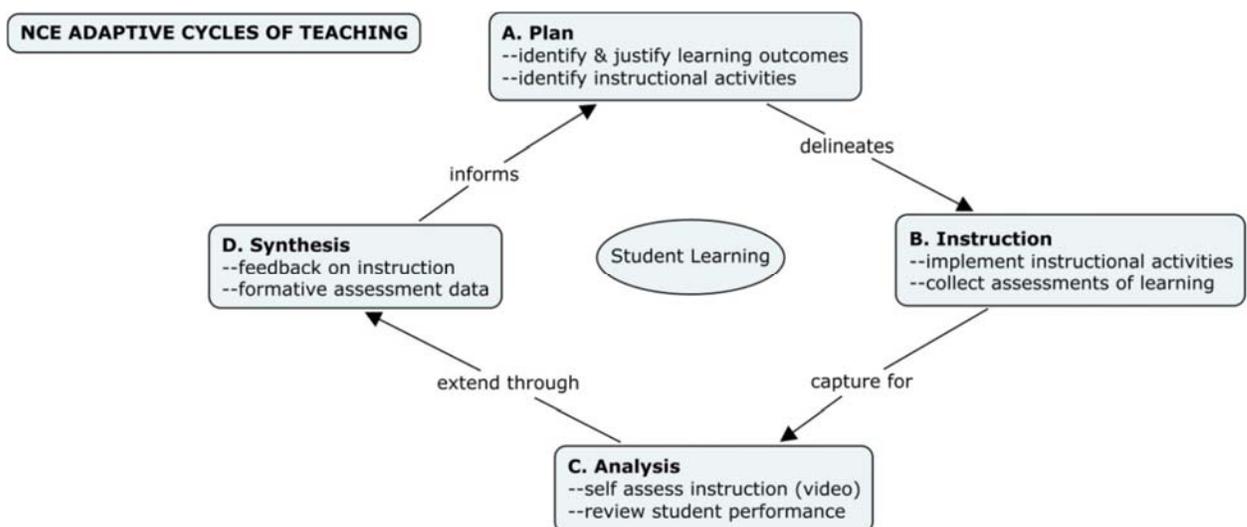
- Learning Environment Analysis
- Investigating and Analyzing Content
- The Adaptive Cycles of Teaching
- Whole Class Diagnostic Assessment
- Integrating Technology as a Tool for Teaching
- Leadership, Advocacy and Collaborative Relationships

Welcome to an important and exciting phase of your career – Practicum I: Seminar and Field Experience. This experience will support your transition from being in a non-education career to becoming a professionally licensed educator. As Elementary 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 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.

Practicum I will introduce you to the NCE Adaptive Cycles of Teaching (ACT). ACT is a practiced-based curriculum designed to help teachers learn a set of core teaching practices supported by an innovative technology system. The ACT will also be utilized in Practicum II and Practicum III which is linked to the Student Teaching experience.

In the ACT, you will work in learning paths across multiple learning contents. A key practice in all the learning paths involves multiple cycles of teaching core practices. In Practicum I, you will engage in repeated cycles of: a) lesson planning; b) enacting the plan; c) analyzing lesson events; and d) synthesizing feedback/data from a variety of sources for the **core practice of read aloud**. Within each cycle, you will review and analyze your own lesson videos using teaching feedback templates and receive timely focused feedback from faculty, mentors and coaches using the same tools. These cycles are intended to scaffold your learning across instructional domains and promote habits of mind to continually learn from teaching.

**Figure 1. Stable Learning Structure within the ACT Curriculum Design**



## On Campus Seminars

Practicum I seminars meet every week. The syllabus and course schedule will be available on the course homepage in Desire to Learn [D2L] at [www.d2l.nl.edu](http://www.d2l.nl.edu) two weeks in advance of the beginning of the term. Seminar attendance is mandatory. Seminars offer many learning opportunities and are forums for sharing ideas and challenges from the field.

## FINDING A PLACEMENT

*There are specific guidelines for all placements made during Practicum I:*

- Practicum hours must be completed in an Illinois school as candidates at NLU/NCE must meet Illinois licensure requirements.
- All practicum hours may be completed in the school where a candidate is employed, but in a different classroom, **upon approval by the seminar leader**.

- Practicum hours must be completed during the regular academic year and school day and during the term in which candidates are enrolled in the practicum class. It is recommended that observations are half or full day experiences.
- A portion of the preclinical hours may be completed in a private or parochial school setting with an approved teacher; however, if a candidate wishes to student teach in a private or parochial school, **more than half** of the preclinical hours must be completed in public school settings.
- You must work with a cooperating teacher who holds a Professional Educator License with an endorsement for the grade being taught and who has three or more years of experience as a teacher.
- You are required to have the results of a current TB test, a current finger print-based criminal background check, and certificate of Mandated Reporter on file with NCE Office of Field Experiences. These results must be valid through the entire time in which candidates are enrolled in field experiences. **(See forms in the handbook, )** *Some school districts have additional requirements that need to be in place before candidates can begin their hours.*
- You have the primary responsibility of locating an appropriate placement classroom. They can be assisted by the seminar leader if needed.

It is your responsibility to arrange the placement for the ELE300 Practicum I preclinical experience. Below are the recommended procedures for securing a placement.

1. Identify a school that is known for excellent teaching practices. This may be done through discussion with friends, colleagues, teachers, the NLU advisor, or the seminar leader. Personal contacts are a good place to begin the search.
2. Schedule a meeting with the principal (or the person designated to work with preservice teachers) to explain the Practicum I requirements and to request a placement in the school.
3. At the meeting, present your *Letter of Introduction*, the *Guidelines for the Principal* and *Guidelines for the Cooperating Teacher* forms. Be sure to follow appropriate registration procedures when you arrive at the school.
4. A specific teacher will be assigned. This Practicum I teacher must have a teaching license for the grade level and/or content area in which he or she is teaching. This teacher must also have at least three years of teaching experience. The classroom must be a regular elementary classroom. Special education classrooms, fine arts, ESL/bilingual resource settings are not appropriate for this experience.
5. A professional appearance and disposition during all school visits is required at all times.

If a candidate wishes to do hours in a Chicago Public School, they must complete additional requirements in order to be approved by CPS. Specific information about this process can be found at <http://www.cps-humanresources.org/sti/>. Questions about CPS requirements should be directed to Dr. Sharon Baksh.[sbaksh@nl.edu], Director of the Office of Field Experiences

## **PRACTICUM I REQUIREMENTS**

**Teaching and Instruction:** Theory and practice come together in the Practicum I experience as you are introduced to important concepts in education as well as the world of the elementary classroom. You will be expected to plan and teach **two Read Aloud lessons** to your entire class as part of the 40 hours spent in the Practicum I classroom. You will be supported during

the experience by the cooperating teacher and seminar leader. You will also complete a learning environment inventory of the classroom and school

**Professional Demeanor:** The faculty in Elementary Education is dedicated to preparing skilled and caring future classroom professionals. You 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 include wearing appropriate professional attire for school settings.

**Log Sheets:** You are required to document the hours you are completing in the Practicum I classroom. You need to use the ELE Log Sheet for the day-to-day hours. At the end of the term, teacher candidates need to document the total hours on the NCE Online Log Sheet found at [www.nl.edu/elemed](http://www.nl.edu/elemed) under Student Materials.

**Attendance in the Practicum Placement:**

It is required that the Practicum I hours are spread across the term to provide a framework for developmental learning and completion of specific class assignments. A regular schedule in the classroom should be established with the cooperating teacher. You must complete a minimum of 40 hours while enrolled in Practicum I. Appropriate arrival and departure times should be discussed with the cooperating teacher as well as procedures for signing into the schools as visitors. Additionally, since meetings are part of the real world of schools, you should take advantage of meetings held at the school that are approved by the cooperating teacher; for example, attending grade level team meetings, faculty meetings, and parent conferences if appropriate.

**Planning:** Development and competency in lesson planning are 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:

- a. The BA Elementary Education program requires that candidates use the Read Aloud Lesson Plan template that is included in this packet. The specifics of lesson planning will be introduced in seminar. The topic and content of the Read Aloud lessons should be discussed with your cooperating teacher. The required lesson plan format will be explained by the seminar leader.
- b. The cooperating teacher must review and initial the plans to signify approval before the lessons are taught and is asked give feedback before and after the lesson is taught. It is helpful if the feedback is written notes and not simply verbal.

**Field Assessment:** You should be thoroughly familiar with the Field Assessment. This documents progress in the important knowledge, skills, and dispositions related to teaching and constitutes an important portion of the Practicum I experience. In Practicum I, the teacher candidate and cooperating teacher each fill out an online Field Assessment at [www.nl.edu/eletools](http://www.nl.edu/eletools).

In Practicum I, the Field Assessment is filled out at the end of the term. There is a school-based evaluation conference in which the teacher candidate and cooperating teacher discuss the teacher candidate's progress. The teacher candidate collects the signed, hard copies of the Field Assessments and turns them in to the seminar leader.

**Exit Conference:** This is an option for the seminar leader. If choosing to do an exit conference, it is held at NLU with the teacher candidate and seminar leader. The goal is to discuss the Practicum I experience, the Field Assessments, the logged hours, course requirements, and university requirements. The seminar leader determines the grade for Practicum I after considering all elements.

#### **FOR THE TEACHER CANDIDATE:**

**Theory and Practice** are two concepts that are closely linked. You should keep in mind the pragmatics of how theory and practice are experienced in school communities, how schools and districts, state standards, goals, tests, and cultural and political factors influence the decisions that are made while interacting with children, families, colleagues, and the community.

**Constant communication** plays a major role in all relationships and is extremely important in this experience. It is critical for the teacher candidates and cooperating teachers to communicate on a consistent basis, before school, during school, and after school. This can be challenging as time is always at a premium. You will need feedback for collaborative learning, about methods of teaching and assessment, use of common core standards, school protocols, lesson ideas, and much more.

You should ask questions for clarification, no matter what the issue might be. Whether it is about a lesson plan, goal setting, or a puzzling remark heard, it is important for the teacher candidate to understand schools, classrooms, and students. Asking questions also lets the cooperating teacher know how highly motivated the teacher candidate is. Email addresses, home or cell telephone numbers should be shared.

You should complete a self-assessment using in the classroom using the online Practicum I Field Assessment. This will be discussed at a school-based evaluation conference at the end of the practicum experience. The assessments are completed in advance of the exit conference at the last seminar of the quarter.

#### **FOR THE COOPERATING TEACHER**

A major purpose of the Practicum I experience is to provide teacher candidates with concrete experiences to help them develop of a realistic perception of themselves in the professional role of teacher and in appropriate relationships with others within the school organization. In this critical role, the cooperating teacher must hold a standard state Professional Educator License with an endorsement in the grade level or middle level content area being taught and have a minimum of three years of experience prior to working with a practicum candidate.

We ask that cooperating teachers become familiar with the Practicum I requirements as described in this handbook and assume the following responsibilities:

1. Provide oral and written feedback to the candidate on planning.
  - a. Articulate the school's program goals and assist the candidate in creating appropriate learning experiences.
  - b. Review and approve, the lesson plans for the two whole class Read Aloud lessons in advance of instruction. We recommend that this be done with enough time for the candidate to make any suggested changes in the plan.

- c. Invite the candidate to participate in department planning sessions, faculty meetings and professional conferences when appropriate.
2. Provide oral and written feedback to the candidate on instruction.
  - a. Observe teacher candidate interactions in the classroom on a regular basis. Give specific feedback on strengths and areas in need of growth. Discuss alternative strategies and techniques that have been successful as well as those that have not.
  - b. Demonstrate effective teaching and assist the teacher candidate in analyzing its effect on student learning.
3. Evaluate the teacher candidate.
  - a. Complete the online Field Assessment with comments in advance of evaluation conference.
  - b. Discuss insights regarding the teacher candidate's abilities and professional competencies in the classroom with the teacher candidate.

In an effort to welcome and support the practicum candidates, 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 through a newsletter.
- 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 and email addresses.
- Establish a schedule for attendance in the classroom.
- Establish when the two Read Aloud lessons can be taught.
- Share specifics about management expectations.
- Aid the candidate in utilizing strategies for understanding the learning styles and needs of the students.
- Discuss student data and what information is available and under what conditions or circumstances – make certain that the candidate has an understanding of FERPA.
- Promote reflection on the multiple and complex decision-making activities that teachers encounter on a daily basis.
- Encourage the candidate's development of self-evaluation and reflection skills.

## **RESPONSIBILITIES**

The teacher candidate is responsible for fulfilling the following requirements:

- Plan a schedule for completion of hours with the cooperating teacher
- Be an active participant in the K-8 classroom and in seminar.
- Complete all assignments as explained on the syllabus, in class, and D2L.

- Complete the online Field Assessment with comments and discuss it with the cooperating teacher.

The cooperating teacher is responsible for fulfilling the following requirements:

- Provide written and oral feedback on planning.
- Provide written and oral feedback on instruction.
- Approve the lesson plans for the Read Aloud lessons in advance of teaching.
- Introduce the multiple roles of a teacher in today's classroom.
- Complete the Field Assessment for Practicum I with comments and discuss it with the teacher candidate.

The seminar leader is responsible for fulfilling the following responsibilities:

- Discuss Practicum I and other NCE/NLU policies.
- Facilitate discussion of practicum classroom experiences in seminars.
- Assign the final grade for Practicum I.

## CRIMINAL BACKGROUND CHECK

NLU requires all candidates in programs that include time spent in an Illinois school to have an Illinois State Police Criminal background fingerprint check, a TB test, and a Certificate of Completion with the Department of Children and Family Services Mandated Reporter Training. These requirements are explained by the Graduate Advisors.

1. Criminal background checks must be completed after registering and within the first week of classes at NLU. Please use the NLU UCIA Criminal Background Check form below.

Candidates cannot begin any field experience without a “passed” background check. Locations and fingerprinting times for Accurate Biometrics are posted on their website [http://www.accuratebiometrics.com/fingerprint\\_Region\\_Map.asp](http://www.accuratebiometrics.com/fingerprint_Region_Map.asp)

**Candidates are responsible for all fees and the results must be sent to the candidates’ NLU email or home postal address.**

2. A candidate may not be placed in any school if the background check determines that he or she has been convicted of criminal behavior that, by law, automatically prohibits him or her from attaining Illinois licensure. The offenses that automatically prohibit licensure include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act.
3. Several districts, particularly in the western suburbs, are now requesting **FBI fingerprint Criminal Background Checks**. If you choose to have one done, you may go to <http://www.fbi.gov/hq/cjisd/fprequest.htm> and request one for yourself at your home address.
4. In the event that no district will accept a candidate because of his/her criminal history, the National College of Education will assist the candidate in choosing an alternative course of study.
5. Candidates must have a TB test – Mantoux Method [injection under the skin] with a negative result read by a health professional on file with NLU.
6. The Illinois Mandated Reporter law has expanded the definition of “Child Care Workers” to include any person employed to work directly with children in the course of their professional duties. Schools are requiring their teacher candidates to have completed the *DCFS Training for Mandated Reporters*.
  - The Illinois Department of Children and Family Services provides online training for Mandated Reporters. This no cost training consists of 13 pre-training questions, a self-paced (60-90 minutes) training, 13 post-training questions and a certificate of completion. To complete the training, please log on to <http://www.state.il.us/dcf/index.shtml>.
    - Scroll down to “Features”.
    - Click onto the bullet “New Online Mandated Reporter Training”.
    - When you come to the question “Do you work in Illinois?” answer “Yes”.
    - Under “Which Mandated Reporter Category best fits your role?” select “Other” and write “Student Teacher” in the text box.
    - For the question of “Employer” answer “National Louis University”.

Accurate Biometrics  
4849 N Milwaukee Suite 101  
Chicago, IL 60630

Phone 773-685-5699  
Fax 773-685-5433  
Web site: [www.accuratebiometrics.com](http://www.accuratebiometrics.com)

National Louis University

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**UCIA**

Thank you for choosing Accurate Biometrics for your fingerprinting needs.

**PLEASE PROVIDE THE FOLLOWING INFORMATION (PLEASE PRINT CLEARLY)**

Last Name:					
First Name:	Middle Initial:				
Daytime Phone:					
Date of Birth:					
Sex: (circle one)					
Male	Female				
Race: (circle one)					
White	Black	Hispanic	Asian	American Indian/Alaskan	Other

**REQUESTOR INFORMATION**

Name:	Agency Name: <Not applicable>	
Street Address:		
City:	State:	Zip Code:

I, the undersigned, authorize Accurate Biometrics to capture and transmit my fingerprints and above-noted demographic data to the Illinois State Police. I understand that the Illinois State Police will return the results of the fingerprint search to the Requestor listed above.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**(Do Not Write Below This Line - For Office Use Only)**

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F.P. Tech: \_\_\_\_\_ TCN: \_\_\_\_\_

Date Fingerprinted: \_\_\_\_\_

- By the second week of classes, copies of the Illinois State Background check, TB test and Certificate of Completion for mandated reporting [www.dcfstraining.org/manrep/index.jsp](http://www.dcfstraining.org/manrep/index.jsp) must be submitted to the academic advisor by email or fax for forwarding to the Office of Field Experiences. Candidates must keep all originals with them when visiting schools.
- If candidates already have a **Substitute Teaching Certificate**, NLU will accept a copy to take the place of a finger print criminal check. If a school requests additional testing, candidates need to comply.



National College of Education  
Elementary Education Program  
Bachelor of Arts

## Practicum I Field Assessment ELE 300

**Teacher Candidate Name:**  
**Cooperating Teacher Name:**  
**Field Coach Name:**  
**Seminar Leader Name:**

**Person Completing Form:**  
**Date:**

**Quarter:**

### Practicum I Evaluation Philosophy/Grading Criteria

Practicum I Field Experience is a professional experience designed to help the teacher candidate begin the transition from the role of student to that of teacher. The primary means for professional growth is regular and continuing cooperation and feedback for self-assessment by the teacher candidate and cooperating teacher. National College of Education is committed to evaluating teacher candidate performance on the basis of competence. The evaluation of practicum student will be determined by this **Assessment for Practicum I Field Experience**. It serves as documentation of those competencies considered important for teacher candidate learning in the field experience. The teacher candidate and cooperating teacher complete the evaluation and provide specific examples and/or documentation of competencies. Specific feedback supports student evaluation and provides opportunities for mentoring.

The **Assessment for Practicum I Field Experience** is part of determining a final grade for this experience. The practicum student and cooperating teacher complete the competency appraisal. These appraisals become part of the practicum student's permanent record at the university.

### ELE 300 PRACTICUM I FIELD EXPERIENCE

The standards with which this competency appraisal are aligned:

#### 1. Learning Environment Analysis: Understanding Students and their Context

- Teacher candidates will analyze learning environments in order to create an environment which allows experiential, integrated and investigative learning developed around accepted curriculum standards.
- Teacher candidates will understand diverse educational contexts and know how to maintain professional integrity within each.

(IPTS #1, #4 and ACEI#1.0 and #3.4)

**2. Adaptive Cycles of Teaching ( Plan, Instruct, Reflect , Analyze)**

- Teacher Candidates will make linkages between theory, research and practice, the university and the elementary school classroom.
- Teacher Candidates will use the Adaptive Cycles of Teaching across content areas to demonstrate their competency in planning, instruction, reflection on instruction and analysis of student assessment data and coaching feedback to improve their teaching.
- Teacher Candidates will use the Adaptive Cycles of Teaching to meet the challenges of students with diverse learning abilities and demonstrate a beginning repertoire of practices characteristic of effective, novice teachers.(IPTS #3, #5, #6, #7 and ACEI #3.1-#3.5)

**3. Leadership, Advocacy and Collaborative Relationships with Families, Colleagues and Community Agencies**

- Teacher Candidates will work collaboratively with other professionals in the schools, with parents, with children and with community.
- Teacher Candidates will demonstrate a commitment to the importance of the life-long learning. (IPTS #8,#9,and ACEI #5.1, #5.2)

**Grading Rubric:**

**Learning Environment Analysis: Understanding Students and their Context**

	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Adaptive Expertise (4)</b>
<b>Alignment to Danielson Domain 2: Classroom Environment</b>	Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.	Refers to exemplary candidate performance that stands as a model for other candidates.
<b>Danielson 2a: Respect &amp; rapport for all learners</b>	Little evidence of respect and rapport; students disrespectful; teacher interactions not well matched to students' age and culture.	Attempts to encourage students; interactions are friendly but no explicitly shared purpose is evident; student may show minimal respect to teacher and one another.	Opportunities for students to share and interact are well matched to their developmental level and cultural backgrounds; teacher uses and builds on students ideas; students share and build on each other's ideas.	Student engagement suggests a strong conceptual framework for purposeful student-centered learning that involves a positive classroom culture; whole class environment well designed for learning; effective in the moment decision-making for
<b>Danielson 2b: Student engagement</b>	Limited student engagement.	Inconsistent student engagement in the	Students are consistently engaged	

		lesson; student engagement is not sustained throughout lesson		whole class and individual students; Interactions suggest that the teachers has devised and implemented a well-structured classroom system.
<b>Danielson 2d: Behavior management</b>	Weak classroom management.	Some successful and some unsuccessful attempts to manage student behavior; inconsistent use of management approach	Successful use of positive management approach; students respond positively to behavior management	

### Adaptive Cycles of Teaching (plan, instruct, analyze and synthesize)

	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Adaptive Expertise (4)</b>
<b>Alignment to Danielson Domain 3: Instruction</b>	Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.	Refers to exemplary candidate performance that stands as a model for other candidates.
<b>Danielson 3a: Communicating with students</b>	Instruction is not connected to student prior learning, interest and background.	Instruction is not consistently connected to student prior learning, interest and background.	Connects instruction to student prior learning, interest and background.	Teacher instruction suggests a strong conceptual framework for purposeful student-centered learning that involves a outstanding communication, excellent questioning and discussion strategies. The lesson is well-designed for learning; effective in the moment decision-making for whole class and individual students; Interactions suggest that the teachers has devised and implemented a well-structured classroom system.
<b>Danielson 3a: Communicating with students</b>	Poor quality of written and oral language use	The use of written and oral language is inconsistent.	Appropriate use of written and oral language.	
<b>Danielson 3b: using questioning and discussion</b>	Poor quality of questions and prompts with limited feedback to students.	The quality of questions and prompts is inconsistent and feedback is intermittent.	Consistent quality of questions and prompts is consistent and feedback is consistent throughout the lessons.	
<b>Danielson 3c: (Student Engagement) Active student participation in learning</b>	Limited structure to the lessons and weak pacing.	Inconsistent structure to the lessons and inconsistent pacing.	Consistent structures to the lessons and consistent pacing.	

**Leadership, Advocacy, and Collaborative Relationships with Families, Colleagues and Community Agencies**

	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Adaptive Expertise (4)</b>
<b>Alignment to Danielson Domain 4: Professionalism</b>	Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.	Refers to exemplary candidate performance that stands as a model for other candidates.
<b>Danielson 4e, 4f: Appearance</b>	Candidate fails to exhibit behavior and physical appearance that are professional,	Candidates behavior and physical appearance are inconsistent as it relates to professionalism,	Candidate exhibits behavior and physical appearance at all times which are professional.	The candidate has developed a rich conceptual framework for their own professional development across all aspects of leadership, advocacy and collaborative relationships. They have initiated leadership, advocacy and relationships across all aspects of teaching and learning
<b>Danielson 4b, 4c, 4d: Professional Responsibility</b>	Candidate fails to consistently attend practicum experience, often arrives late and is often not prepared to teach their lessons. This lack of professionalism disrupts the mentor teacher's classroom.	Candidate is inconsistent in their attendance, punctuality and preparation for class lessons and the maintenance of records to support their mentor teacher.	Candidate attends school each week, always arrives on time, is always prepared for their teaching and maintains accurate records to support mentor teacher.	
<b>Danielson 4c, 4e, 4f: Professional growth</b>	The candidate does not respond often to opportunities for professional growth.	The candidate is responsive to some opportunities for professional growth and to others.	The candidate is responsive to all opportunities for professional growth.	
<b>Danielson 4c, 4e, 4f: Feedback Habit of Mind</b>	The candidate does not seek out, accept or integrate constructive feedback.	The candidate inconsistently seeks out, accepts and integrates constructive feedback.	The candidate consistently seeks out, accepts and integrates constructive feedback.	
<b>Danielson 4a: Reflection</b>	The candidate is not reflective about their practice.	The candidate is reflective about some practices and not others.	The candidate is a very reflective practitioner and consistently reflects on his/her practice.	

## BA Read Loud Lesson Plan Template

Name of Candidate \_\_\_\_\_

Subject being taught \_\_\_\_\_ Grade Level \_\_\_\_\_

Date of Lesson \_\_\_\_\_ Time frame of lesson \_\_\_\_\_

<p><b>Connecting to Standards</b> What specific goals are you connecting to?</p>	<p>Common Core Standards (as applicable):</p>
<p><b>Learning Objectives/ Instructional Objectives</b> What is your intended learning outcome? As a result of this lesson students will (be able to)...</p>	<p>Students will enjoy the read loud by their engagement and development of a love of literature... (laughing, smiling, physical moves) Students will be exposed to academic vocabulary so they can begin to learn new words... Student will hear a fluent reader so they know what to model in their own reading...</p>
<p><b>Assessment</b> What evidence will you collect related to learning outcomes to document student learning? (i.e., checklist, observational notes, rubric to be used, student work, writing prompt, journals, other).  How will you use/analyze this evidence (data)?</p>	<p>After teaching the lesson, record your initial observations of student engagement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The students effectively followed overall instructional routine</li> <li><input type="checkbox"/> The students were engaged by the text.</li> </ul>
<p><b>Materials/Technology</b> What materials/technology do you need for teaching this lesson?</p>	

<p><b>References</b> What resources did you use to plan this lesson? (e.g., curriculum guides, bibliographic materials, artifacts, web sites, texts etc.)</p>	
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<b>Opening</b> Set up the read aloud	
<b>Core Instruction (methodology)</b> <i>Might include some or all:</i> Use post-it notes to mark two-three spots that you believe might be confusing to children or a good spot to make a prediction or ask a question.	
<b>Closing</b> How will you close the lesson?	
<b>Student Academic Language</b> List content specific vocabulary you will use in your lesson.	



## **Additional Documents Elementary Education Checklist**

During the junior and senior years, students seeking teacher license with and endorsement in Elementary Education need to attend to a number of tasks in order to complete requirements for admission to National College of Education, for graduation (with honors), application for Licensure. Many of these tasks are described elsewhere in the handbook and are discussed in on-campus orientations and classes. This checklist provides a reminder of those tasks:

### **Junior Year or before:**

- Pass the Illinois State Board of Education Test of Academic Proficiency (TAP) or the ACT with Writing or SAT. Take this step early in your program. Registration materials and study guides for the TAP are available in program offices on all campuses and at [www.ilts.nesinc.com](http://www.ilts.nesinc.com). Contact your academic advisor to receive information about review sessions for these tests.
- Complete and document 45 or more hours of preclinical experiences
- Plan for completion of specific Teaching Concentration requirements
- Complete and document all prerequisite General Education course work
- Submit a formal application to National College of Education
- Submit application for Practicum II and Practicum III/Student Teaching experiences
- Take Mantoux TB Test and have results sent to your academic advisor.
- Refer to the Practicum I Handbook for information on how to conduct the appropriate Fingerprint Criminal Background Check.
- Register for Illinois State Board of Education Elementary Education/Middle Level Test (110) to take before or during Practicum II. This must be passed before beginning Student Teaching.

### **Senior Year:**

#### **Term I: Professional Sequence -- Practicum II**

- Submit application for graduation to Registrar to receive degree audit
- Take and pass the Content Test for Elementary/Middle Level (110). A passing score must be on file in order to begin student teaching.
- Check with advisor regarding eligibility for Honors
  - Cumulative GPA at time of graduation 3.5
  - Education Course work GPA at time of graduation 3.8

#### **Term II: Professional Sequence -- Practicum III**

- Begin working in the Resume for interviewing. Contact Career Development to review resume
- Submit application for Teaching License on the NLU Website

#### **Term III: Professional Sequence -- Student Teaching**

- Register for APT (Assessment of Professional Teaching) exam # 188. Information about Illinois Certification Testing System dates is available at their homepage which is: [www.ilts.nesinc.com](http://www.ilts.nesinc.com).
- Complete edTPA and submit the portfolio to LiveText and edTPA Pearson Website.



## **ELE 300 Practicum I Guidelines for the Principal**

On behalf of the Undergraduate Elementary Education Preparation Program in the National College of Education at National-Louis University, we would like to express our appreciation to you for supporting this early preclinical experience for our Elementary Education candidate. Practicum I allow candidates to gain introductory exposure to the teaching and learning process while earning 40 of the pre-student teaching classroom hours required in our Elementary Education programs. Your role in selecting a teacher to mentor the candidate is critical in helping the candidate learn about teaching as well as to carefully reflect on his or her decision to enter this profession.

Candidates in ELE 300 Practicum I are in the early stages of their professional preparation program. Expectations and possibilities for involvement are detailed in the *ELE 300 Practicum I Handbook*, which the candidate can provide to the principal and the cooperating teacher. On-campus seminars accompany the school-based component of this experience. Seminar assignments require the candidate to explore the school as a functioning organization and to learn about the school's physical facilities, curriculum, instructional framework, professional personnel, and support services.

In considering placement, we have found that the most meaningful field experiences occur when candidates are assigned to classroom teachers who demonstrate a deep personal commitment to education and who welcome the opportunity to introduce preservice teachers to the roles and responsibilities of the teacher. Accreditation standards for our program require that the cooperating teacher have a standard license for the grade that he or she is teaching and have three or more years of experience as a teacher.

Candidates are responsible for conveying information and appropriate forms to the cooperating teacher. Both you and the cooperating teacher are welcome to call the seminar leader with any concerns or questions you have. The candidate can provide the correct name and university contact information.

Again, thank you for your assistance in this important component of our elementary teacher education program. Please feel free to speak with either the seminar leader or the BA Program Coordinator, Dr. Deborah O'Connor (847-905-8028) [doconnor@nl.edu](mailto:doconnor@nl.edu) at National Louis University if you have any questions.



To Whom It May Concern:

This letter is to introduce \_\_\_\_\_, a Bachelor of Arts in Education teacher candidate in the National College of Education at National Louis University, who is preparing for a teaching license with and endorsement in Elementary Education.

One of the requirements of this program is early active participation and observation in elementary classroom Grades 1-6. The level and type of involvement will vary for each student as described on the *ELE 300 Practicum I Handbook*; but the goal is to become actively involved in your classroom. During this field experience, the candidate is to spend a minimum of 40 clock hours working with one elementary classroom teacher.

We appreciate your willingness to accommodate this request for an initial classroom experience. If you have any questions or concerns, you may contact the seminar leader:

\_\_\_\_\_ email: \_\_\_\_\_

Sincerely,

Dr. Deborah O'Connor  
BA Program Coordinator  
Elementary Teacher Preparation Program



## **ELE 300 Practicum I Guidelines for the Cooperating Teacher**

On behalf of the Undergraduate Elementary Education teacher preparation program in National College of Education at National Louis University, we would like to thank you for agreeing to work with one of our Bachelor of Arts candidates in the school - based component of *ELE 300 Practicum I* experience. We appreciate your time and efforts and are grateful for your willingness to assist in the professional development of a future teacher. The contribution you make toward this preparation is indeed a significant one. It is hoped that the information below will assist you and the NLU candidates in making this early experience a success.

Practicum I is intended to be time for the candidate to become better acquainted with the personal, social, and academic requirements of teaching. They are eager to become actively involved in classroom activities. This Practicum is completed through 40 hours in your classroom coupled with university seminars that meet on campus during the quarter.

Practicum I candidates have not yet taken any of their professional methods classes. This limited background needs to be considered when planning activities. Candidates will rely on your guidance for appropriate ways to participate in your classroom. They have been advised to confer with you about influences and factors in the teaching and learning processes. The candidate will be required to teach two Read Aloud lessons during this experience.

We ask that you engage the candidates in activities that will provide information about the roles and responsibilities of classroom teachers, connect knowledge from their university experiences to your school classroom, and allow for direct interactions between the Practicum candidates and the children in your classroom.

As part of our assessment processes, we ask that you complete the ELE300 Elementary Education Practicum I Field Assessment. The practicum students will also complete a self-assessment. Both copies must be submitted to the seminar leader. This data gives us rich feedback on the candidates' progress in the program as well as assessment of our program.

Again, thank you for serving as a Practicum I cooperating teacher. If there is anything that we can do to assist you during the experience, please call. The candidate will provide you with an Practicum I Handbook and contact information of the seminar leader at the university.

If you have questions, please contact the BA Program Coordinator, Dr. Deborah O'Connor (847-905-8028) [doconnor@nl.edu](mailto:doconnor@nl.edu) or the seminar leader.

**TEACHER CANDIDATE PLACEMENT INFORMATION**

Name:		
Address:		
City:	State:	Zip:
Telephone: (best)		
Telephone: (work)		
NLU email address:		

**INFORMATION for PRACTICUM I PLACEMENT**

Cooperating Teacher:		
Cooperating Teacher e-mail address:		
School Name:	District:	
School Address:		
City:	State:	Zip:
School Telephone:		
Grade Level/Subjects[s]:		
Dates and times you will be at the school:		
<b>Date:</b>	<b>Times:</b>	

**\* Return this completed form to your seminar leader on or before the third semester**



<b>I</b> - Intermediate (3-6)	<b>PRI</b> - Private	<b>LA</b> - Language Arts	<b>ELL</b> - English Language Learner	<b>SG</b> - Small Group
<b>M</b> - Middle Level (6-8)	<b>PRO</b> - Parochial	<b>R</b> - Reading	<b>CD</b> - Culturally Diverse	<b>LG</b> - Large Group
		<b>M</b> - Mathematics	<b>IC</b> - Inclusive Classroom	<b>WC</b> - Whole Class
		<b>SCI</b> - Science	<b>GT</b> - Gifted	
		<b>SS</b> - Social Studies		
		<b>O</b> - Other		

## TEACHER CANDIDATE SUPPORT PLAN for Field Experiences

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

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** with 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 support plan is submitted to the academic advisor, seminar leader and/or course instructor, the program chair, and the Director of Teacher Preparation.** The support plan becomes part of the student'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 send a copy of all written documentation. The **Director of Teacher Preparation and academic advisor** will receive a copy of the support plan.

#### **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 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 appropriate NCE Academic Policies Committee within 15 business days of the receipt of the written decision. Teacher candidates must contact their advisor for assistance in submitting the petition.

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

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

## TEACHER CANDIDATE SUPPORT PLAN

National College of Education

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_ Degree \_\_\_\_\_ BA \_\_\_\_\_ MAT

NLU ID # \_\_\_\_\_ Course # \_\_\_\_\_

School \_\_\_\_\_ District # \_\_\_\_\_ Grade Level \_\_\_\_\_

Initiated by \_\_\_\_\_

Role \_\_\_\_\_

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

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

<b>Signatures as required at Step Level</b>	<b>1</b>	<b>2</b>	<b>3</b>
Teacher Candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperating Teacher	<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**