



NATIONAL
LOUIS
UNIVERSITY

**National Louis University
National College of Education**

**Bachelor of Arts
Elementary Education**

Practicum II Field Handbook

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NATIONAL COLLEGE OF EDUCATION

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WELCOME TO PRACTICUM II: Overview

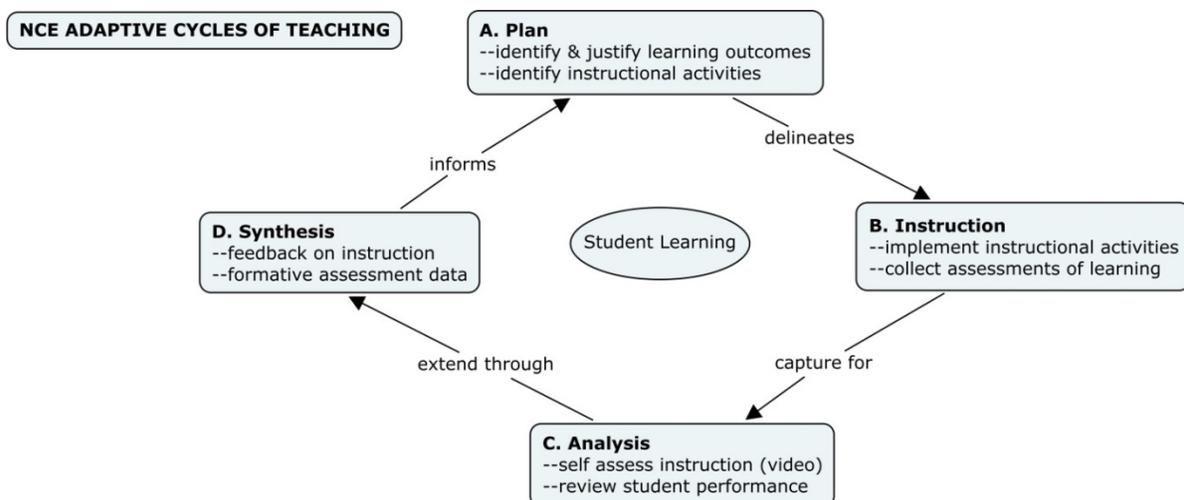
This handbook provides the goals for, and an overview of the Practicum II experience which aligns with the six themes that are used to organize the outcomes of the BA ELED program. These themes are:

- 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

Practicum II seminar and the concurrent field experience are professional experiences designed to help teacher candidates continue the transition from the role of teacher candidate to that of teacher. Professional growth is supported through regular and continued collaborative assessment by the teacher candidate, the cooperating teacher, the field coach and the instructor. Practicum II expands the teacher candidates work with 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 teacher candidates in the program will also have a Practicum III that is linked to the Student Teaching experience and is completed at a different grade level and in a different school than Practicum II.

In the ACT, teacher candidates work in learning paths across the content areas of literacy, math, science and social studies. A key practice in all the learning paths involves multiple cycles of teaching core practices. Teacher candidates 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 each core practice. Within each cycle, teacher candidates review and analyze their own lesson videos using teaching feedback templates and receive timely focused feedback from faculty, mentors and coaches using the same tools. Teacher candidates use formative assessments to analyze student progress and inform their future lesson plans. These cycles are intended to scaffold teacher candidates learning across instructional domains and to promote habits of mind to continually learn from teaching.

Figure 1. Stable Learning Structure within the ACT Curriculum Design



Practicum II is the first term of a three-term professional sequence that occurs in senior year. Practicum II teacher candidates participate two full days per week in the same elementary school classroom. The two-day per week Practicum II is concurrent with Literacy and Mathematics methods and accompanied by a weekly Practicum Seminar. Thus, the Practicum II situates methods instruction in the richly complex context of an elementary school classroom and school community. Weekly seminars enable further integration of content. These concurrent and sustained experiences are intended to enable the teacher candidates to:

- Make connections between methods coursework and their field-based experiences
- Implement multiple core practices in their practicum classroom
- Transform their perspective from student to teacher while participating in a sustained pre-student teaching field experience that incorporates the many facets of a professional role
- Be mentored and supported by a cooperating teacher, field coach, and other members of the university and school community to enhance collegiality and encourage a disposition to take risks in teaching
- Grow in the role as a professional colleague and practitioner

Practicum II teacher candidates are pre-student teachers. They work with a cooperating teacher and field coach in a developmental experience in the classroom whereby teacher candidates develop skill with specific core practices in mathematics and literacy utilizing the NCE Adaptive Cycles of Teaching (ACT). During Practicum II, the ACT requires teacher candidates to analyze learning environments, investigate and analyze content in mathematics, implement the elements of the ACT (planning, implementing, receiving feedback, analyzing and synthesizing lessons), design and implement whole class diagnostics, integrate technology as a tool for teaching and develop themselves as leaders and advocates in schools as they build collaborative relationships.

Practicum II teacher candidates do not “take over” responsibility for all teaching and learning in any area. That is a goal for the Student Teaching experience. Teacher candidates will be provided a specific template for implementing lesson within the literacy and mathematics curriculum areas. The Practicum II experience is intended to encourage pre-student teachers to examine and acquire the rich and complex base from which successful lessons are constructed.

That essential base is experienced in the Practicum II classroom and includes:

- Knowledge of children, their school, families and community
- Familiarity with the routines of the classroom and the total school environment
- Comprehension of curriculum, planning, instruction, assessment and evaluation beyond individual lessons
- Utilizing the ACT to teach lessons in Literacy and Math
- Professionalism

National College of Education is committed to excellence in teaching and learning while embedding the highest principles of progressive teacher education.

Expectations for the Field-Based Experience

The Practicum II experience in National College of Education at National Louis University (NCE/NLU) is a critical phase in "learning to be" a teacher. The activities and expectations listed below provide the teacher candidate [TC], the cooperating teacher [CT], and the field coach [FC] a clear and comprehensive explanation of the experience. Everyone involved in this experience should review the Practicum II field assessment, and the information presented here.

When the Practicum II experience begins in the **Fall Quarter**, TC must report to school when the teachers are asked to report. This provides an opportunity to work with the CT to ready the room for the children and the coming academic year. TC then moves to the Tuesday/Wednesday or Wednesday/Thursday schedule that will be followed throughout the rest of the quarter. The TC must then spend the first 5 consecutive days of school when children are in attendance with the CT and the students.

When the Practicum II experience begins in the **Spring Quarter**, TC must report to school the first day of the spring quarter and spend 5 consecutive days in the classroom. TC then moves to the Tuesday/Wednesday or Wednesday/Thursday schedule that will be followed throughout the rest of the quarter.

Teacher candidates will complete the following during the Practicum II Field-based Experience:

- During the first weeks of Practicum II, TCs are getting to know the children and the Cooperating Teacher as well as the classroom routines.
- TC takes an active role in the classroom in as many small ways as possible.
- TC completes a school-wide learning and a classroom learning environment checklist, as well as a school-wide and classroom literacy checklist and a math lesson plan analysis which includes a teacher interview.
- TC will conduct diagnostic assessments in literacy and math
- TC will be required to teach multiple lessons in the content areas of math and literacy.
 - Whole class Interactive Read aloud lessons
 - Whole class Shared Reading lessons
 - Small group Words Study lessons
 - Whole class Math Talk
 - Whole class and small Math Through Problem Solving lessons
- TC will be required to use a problem solving process to improve their classroom management

Additional Experiences: Keep in mind that there is much to be learned even when TCs are not teaching lessons. Even though TCs are eager to begin teaching lessons, TCs will learn much through observation, interviews and reflection. TCs have more time now than at any other point in their career to observe children and teachers in action. Take advantage of the opportunity.

Every teacher spends time doing what might be considered "busy work." There is copying, grading, cutting, laminating, putting up displays, etc. to be done. TC should help the CT with these tasks. The work gives TC a sense of the realities of teaching. The time TC spends at the copy machine may compensate the CT, in part, for the generous amount of time that will be spent in conversation with the TC. However, it is possible to be asked to do too much secretarial or teacher's aide work. That is not the TC role in the classroom. If the TC feels that this is happening, it is a topic for discussion with FC and the CT.

- Explore resources - visual aids, manipulatives, computer software and web sites, etc. that can be used to support student learning.
- Learn how to operate the classroom computer, overhead projector, copy machine as well as any other technology in the classroom.
- Read curriculum guides and text books for the classroom and books that the student use.
- Initiate conversations with your cooperating teacher about what things you can try and do.

Communication: Develop a system of communication with your cooperating teacher. As TCs are in the classroom only two days every week, continuity and communication are issues to address. TC, the CT needs to talk openly about how to make planning work. Conversations about practice with CT are critical to your development. This element goes beyond the important task of scheduling. The CT is a source of knowledge and experience about how children learn a sounding board for methods of instruction and professional practices, and a colleague through whom the TC can develop an orientation toward inquiry about practice. **In the past, teacher candidates and cooperating teachers have devised a variety of approaches to facilitate conversation and planning.**

- One possible scenario - TC comes to the classroom on Tuesday and lends a hand with general tasks until lunch.
- Over lunch, catch up and discuss a potential teaching assignment for Wednesday with your cooperating teacher.
- Follow through with the assignments on Wednesday.
- In other classrooms - continuity and planning are facilitated by the regularity of the daily/weekly schedule with specials and lunch offering times for conversation.

The intent of this experience is to prepare the TC for the next phase of their field experience; Practicum III experience is linked to the full-time student teaching experience in the next two consecutive terms. TCs should take advantage of all of the experience held by the CT, FC, and SL by asking questions about the multiple and complex roles of teachers in the classroom of today.

MEETING THE UNIVERSITY REQUIREMENTS

Successful completion of the Practicum II Field experience:

- **Meeting the NCE/NLU Requirements:** Requirements for attendance, planning, teaching analyzing and synthesizing lessons using the Adaptive Cycles of Teaching in the area of math and literacy. Problem solving of one classroom management issue.
- **Competency in the School Classroom:** Competency in the classroom is assessed by the field coach in consultation with the cooperating teacher, the teacher candidate and the seminar leader. The coaching in the Trek Learning Experience Manager (LEM), the field coach observation and the Practicum II field assessment comprise the basis for the evaluation.
- **Attendance:** The development of professional attitudes and behavior begins when the TC receives notification of placement. Prior to beginning the placement, the TC contacts the principal of the school and makes arrangements to report to school and meet with the CT before beginning work in the classroom.

The TC must report to the school early enough to prepare for the school day and should stay after school long enough to finish necessary tasks. The TC should discuss appropriate arrival and departure times with the CT and the FC.

The TC is expected to be at school every day of his or her assignment. The TC is expected to follow the district/school calendar for holidays rather than the NLU calendar. Conflicts between the university calendar and the school calendar should be discussed with the seminar leader (SL)

The beginning of the term depends on the calendar of the district in which the placement site is located. NCE also notifies the TC of the date to begin the experience. The last day of each practicum is established by the university calendar.

Necessary absences from the practicum classroom due to personal illness or religious holidays are, of course, respected. In the case of such absences, the TC **must** notify the FC, the CT and the SL, and the school office [if requested] as soon as the TC knows of the absence. Arrangements for making up missed days must be discussed with the SL.

- **Observations and Feedback:** Coaching and mentoring is provided by a field coach (FC) assigned by the university for the Practicum II experience. The field coach is an advocate for the TC, a mentor, an observer, and an evaluator. These roles presume a relationship that develops over time.

The field coach will meet with the TC and the CT one time during the Practicum II term. The coach will do one in-person observation while all other coaching of lesson planning, teaching and management will be done via the Trek LEM by the field coach, the literacy and math instructors as well as a literacy pedagogical content coach. When circumstances justify, additional visits and/or a remediation plan may be implemented.

- **Professional Demeanor:** Faculty and administration at NLU firmly believe in the seriousness of preparing future classroom professionals. We believe that the tools needed to be a successful classroom teacher will be exhibited in both the university classrooms as well as in all field experiences. Therefore, any teacher candidate may be **delayed** in the completion of or **dismissed** from pre-service teacher education programs if the teacher candidate demonstrates behavior that may be considered detrimental to the pre-service teacher candidates or the classroom students as well as behaviors that demonstrate a failure to maintain academic, professional, or ethical standards.

We expect that TC from NLU will project a professional appearance as well. Therefore, teacher candidates must dress appropriately and professionally during all field experiences. Their dress may need to be more formal than that of the established teachers at the field placement site.

THE FINAL GRADE: Evaluation

The Practicum II experience is comprised of many parts and assessment of the experience must be holistic to accurately represent the complexity of the learning to teach process. This assessment requires a cooperative endeavor among the TC, the CT, the UC, and the SL. This assessment must be both formative and summative in nature and must move outside the

walls of the classroom into the school community and the realm of professional responsibilities beyond the classroom.

The evaluation of teacher candidates will be documented through the on-line Practicum II field assessment. The Practicum II field assessment documents competencies considered important for a successful teaching career. This feedback supports teacher candidate evaluation and provides a guide for mentoring the teacher candidate throughout the final phase of this teacher education program.

During the final week of the Practicum II term, arrangements are made for the TC to attend an Exit Conference on campus. During this Exit Conference, the TC reflects on personal strengths and weaknesses, what was learned in the practicum experience, and develops future goals. The FC submits the Practicum II field assessment completed during the Practicum II experience at the Exit Conference.

A final letter grade [A, B, C, D, or F] for the field experience is assigned by the university seminar leader after consultation with the field coach. This grade is based upon a holistic assessment outlined above. The NLU grading policies governing grades of I, WW, WS, and WF also apply. TC also receives a final grade for seminar that is separate from the field experience. The seminar grade will be assigned by the seminar leader.

Students may progress from Practicum II to Practicum III and the concurrent methods classes if they have successfully completed Practicum II and the concurrent methods classes. Successful completion requires a grade of B or better in Practicum II and the concurrent methods classes **and** the maintenance of a 2.5 overall GPA. Progress to student teaching requires successful completion of Practicum III and the concurrent methods classes [grade of B or better] and maintenance of a 2.5 overall GPA. Additionally the TC must pass the Elementary Education Content test 110 **prior** to beginning student teaching. Students who wish to appeal a grade received in Practicum II should refer to the Grade Appeal Procedures provided on the NLU Portal or by contacting their academic advisor.

BA Read Aloud Lesson Plan Template

Name of Candidate _____

Subject being taught _____ Grade Level _____

Date of Lesson _____ Time frame of lesson _____

Connecting to Standards	
Learning Objectives	
Assessment	
Materials/Technology	
References	
Opening	
Core Instruction	
Closing	
Student Academic Language	

BA Math Lesson Plan Template

Name of Candidate _____

Math Topic being taught _____ Grade Level _____

Date of Lesson _____ Time frame of lesson _____

Connecting to Standards	
Learning Objectives	
Assessment	
Materials/Technology	
References	
Differentiation for Diverse Learners	
Before Stage (You Do) Class starter/Math	
During Stage (You Do) Expectations	
Student Focus:	
Teacher Focus:	
After Stage (We Do, I Do)	
Language Demands	
Academic Language	

BA Literacy Lesson Plan Template

Name of Candidate _____

Subject being taught _____ Grade Level _____

Date of Lesson _____ Time frame of lesson _____

Connecting to Standards	
Learning Objectives	
Assessment	
Materials/Technology	
References	
Differentiation for Diverse Learners	
Opening	
Core Instruction (I Do)	
We Do	
You Do	
Closing	
Language Demands	
Academic Language	



**National College of Education
Elementary Education Program/ Bachelor of Arts**

**Field Assessment
ELE 410/415**

Practicum II Teacher Candidate Name:	
Cooperating Teacher Name:	
Field Coach Name:	
Seminar Leader Name:	
Person Completing Form:	
Date:	Quarter:

Practicum II Evaluation Philosophy/Grading Criteria

Practicum II Field Experiences is a professional experience designed to help the teacher candidate continue 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 students will be determined by this **Assessment for Practicum II 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 II Field Experience** is part of determining a final grade for these experiences. 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 410/415 PRACTICUM II 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. Integrating Technology as a Tool for Teaching

- Teacher Candidates will demonstrate their use of technology as a tool to enhance their pedagogy and exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society. (NETS # 3 and #4)

4. 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

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Adaptive Expertise (4)
Alignment to Danielson Domain 2: Classroom Environment	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.
Danielson 2a: Respect & rapport for all learners	Little evidence of respect and rapport; students disrespect; teacher interactions not well matched to student's 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 whole class and individual students; Interactions suggest that the teachers has devised and implemented a well-structured classroom system.
Danielson 2b: Student engagement	Limited student engagement.	Inconsistent student engagement in the lesson; student engagement is not sustained throughout lesson.	Students are consistently engaged.	
Danielson 2d: Behavior management	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, reflect and analyze)

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Adaptive Expertise (4)
Alignment to Danielson Domain 3: Instruction	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.
Danielson 3a: Communicating with students	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
Danielson 3a: Communicating with students	Poor quality of written and oral language use.	The use of written and oral language is inconsistent.	Appropriate use of written and oral language.	

				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.
Danielson 3b: using questioning and discussion	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 lesson,	
Danielson 3c: (Student Engagement) Active student participation in learning	Limited structure to the lessons and weak pacing.	Inconsistent structure to the lessons and inconsistent pacing.	Consistent structures to the lessons and consistent pacing.	

Integrating Technology as a Tool for Teaching

ISTE-T (International Society for Technology in Education Standards for Teachers, 2008)

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Adaptive Expertise (4)
Alignment to Danielson Domain 2e: Organizing Physical Space	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.
Technology for Professionalism Alignment to ISTE-T 5a, 5b, 5c	Utilizes NO technology as a professional.	Utilizes some technology as a professional.	Utilizes technology consistently as a professional.	The utilization of technology suggests a strong conceptual framework for the use of technology both as a professional, as a resource in instruction and the use by children.
Technology for Instruction Alignment to ISTE-T 1a, 2a, 2b, 2c, 2d	Utilizes NO technology in lesson.	Utilizes some technology in classroom lessons.	Utilizes technology consistently in classroom lesson.	
Student Use of Technology ISTE-T 1b, 1c, 1d, 3a, 3b.	Does not engage children in the use of technology.	Engages children in some use of technology.	Engages children in the use of technology consistently in the classroom.	

Highlight any of the technologies used by the teacher candidate: (drop down box) Radio dots (More than one choice)

What they use (drop down menu)

- Uses as a professional
- Uses in lessons
- Lessons have children using technology
- Production Suite Software (*word processing, spreadsheet, database, presentation software; e.g. Microsoft Office*)*
- Internet Search Strategies
- Interactive White Boards/Smart Board
- Interactive Response Systems
- Data Management Tools
- Digital/portable video cameras (*e.g. Flip cameras*)
- Online/Distance (global) learning tools
- Video Resources (including online)
- Video editing tools
- Blogs, Wikis
- Social Media/Web 2.0/3.0 (*interactive communication tools*)

Leadership, Advocacy, and Collaborative Relationships with families, colleagues and community agencies

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Adaptive Expertise (4)
Alignment to Danielson Domain 4: Professionalism	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.
Appearance Alignment to Danielson: 4e, 4f	Candidate fails to exhibit behavior and physical appearance that are professional.	Candidate's 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
Professional Responsibility: Alignment to Danielson: 4b, 4c, 4d	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.	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.	
Professional growth Alignment to Danielson: 4c, 4e, 4f	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.	
Feedback Habit of Mind Alignment to Danielson: 4c, 4e, 4f	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.	
Reflection Alignment to Danielson: 4a	The candidate is not reflective about their practice.	The candidate is reflective about some practice and not others.	The candidate is a very reflective practitioner and consistently reflects on his/her practice.	
Community with Families: Relationships with teachers, parents and community Alignment to Danielson: 4d, 4e, 4f	The candidate has almost no relationship with others outside her classroom.	The candidate has developed some relationships with families, other teachers and the community.	The candidate has built consistent relationships with families, other teachers and the community.	

Goals for the Next Field Experience:

- Learning Environment Analysis: Understanding Students and their Context
- Adaptive Cycles of Teaching (plan, instruct, reflect and analyze)
- Integrating Technology as a Tool for Teaching Leadership, Advocacy, and Collaborative Relationships with families, colleagues and community agencies



Instructions for Completing the Online Field Assessment: BA Practicum II: ELE 410/415

This Field Assessment is a tool used to assess the active involvement of the teacher candidate (the National Louis student) with the cooperating teacher and students during the ELE415 Elementary Education: Practicum II field experience. The cooperating teacher, field coach and the teacher candidate each complete a Field Assessment at the end of the experience. These Field Assessments help determine the course grade for the experience and become a part of the teacher candidate's permanent record at the university.

The link to the online Field Assessment that will be completed in advance of the exit conference at the end of the quarter [Be sure you select the ELE415/ELE 425 link.](#)

When filling out the Field Assessment, please indicate the level of competence attained by the teacher candidate throughout the experience for each item. You are encouraged to use the space provided for comments.

Directions: When you complete the online Field Assessment, you will be asked to print a hard copy when you are finished. **These hard copies will be signed and submitted to the teacher candidate, who will then submit them to the seminar leader.**

Please Note: The appraisal **cannot** be saved. Please allow enough time to complete the entire appraisal in one sitting. Upon submitting this appraisal and creating a printable version, a unique URL will be created. You will be able to copy and save this URL for later reference. If you are unable to print after completing the appraisal, you will be able to use this URL to access the appraisal to print at a later time. If you do not create a printable version, you will have a blank copy only. **Please do not complete more than one Field Assessment.**

If you have any trouble with the Field Assessment, please contact Dr. Deborah O'Connor at doconnor@nl.edu

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

Signatures as required at Step Level	1	2	3
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