



NATIONAL
LOUIS
UNIVERSITY

**National Louis University
National College of Education**

**Bachelor of Arts
Elementary Education**

**Practicum III & Student Teaching
Field Handbook
2017**

NATIONAL COLLEGE OF EDUCATION

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WELCOME TO PRACTICUM III/STUDENT TEACHING: An overview

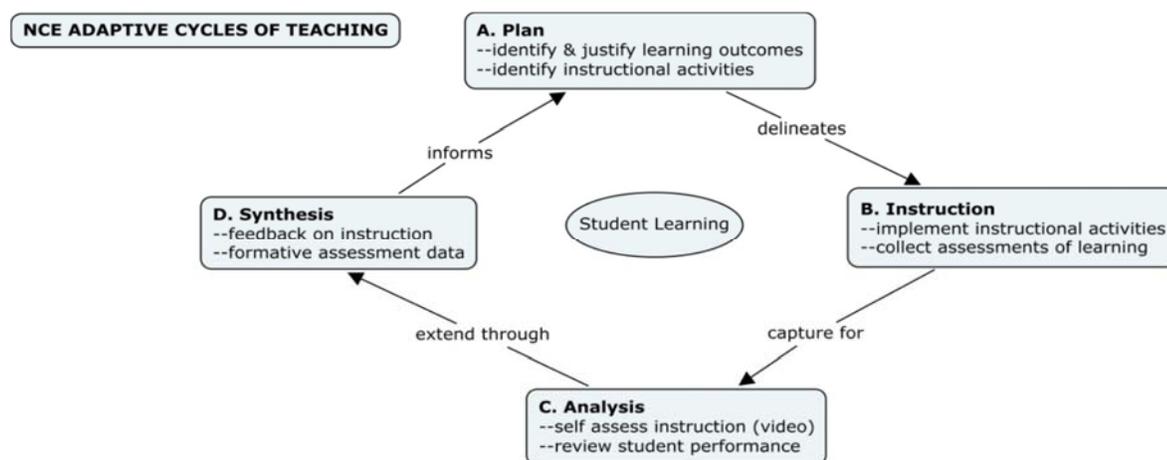
This handbook provides the goals for, and an overview of the Practicum III/ST experience which aligns with the six themes that are used to organize the outcomes of the BA ELED program. These themes are:

- 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 III/Student Teaching seminars and the concurrent field experience are professional experiences designed to help teacher candidates (TC) 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 TC, the cooperating teacher (CT), and the field coach (FC). Practicum III/Student Teaching expands the TC 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.

Teacher candidates work in learning paths across the content areas of literacy, math, science and social studies. A key practice in all learning paths involves multiple cycles of teaching core practices (ACT). TC's 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, TC review and analyze their own lesson videos using teaching performance templates and receive timely focused feedback from faculty and mentors using the same tools. TC use formative assessments to analyze student progress and inform the next lesson plan. These cycles are intended to scaffold TC 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 III/Student Teaching is the second and third terms of a three term professional sequence that occurs in senior year.

Practicum III teacher candidates (TC) participate two full days per week in the same elementary school classroom. The two-day per week Practicum III Field Experience is concurrent with Literacy Methods II, Methods of Science, Methods of Social Studies and Practicum III Seminar.

Student Teacher candidates participate 5 days week in the same elementary classroom as Practicum III. Thus, the Practicum III/Student Teaching 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 TC to:

- Make connections between methods coursework and their field-based experiences
- Transform their view from student to teacher while participating in a sustained pre-student teaching and student teaching field experience that incorporates the many facets of a professional role
- Be mentored and supported by a cooperating teacher (CT) , field coach (FC) and other members of the university and school community to enhance collegiality and encourage a disposition to take risks in teaching
- Gain knowledge of children, their school, families and community
- Become familiar with the routines of the classroom and the total school environment
- Develop an understanding of curriculum, planning and instruction, assessment as well as across multiple lessons. .
- Grow in the role as a professional colleague and practitioner

Practicum III/Student Teaching teacher candidates (TC) will work with a cooperating teacher (CT) and field coach (FC) in a developmental experience in the classroom whereby TCs develop skill with specific high leverage practices in mathematics, science and social sciences utilizing the NCE Adaptive Cycles of Teaching (ACT).

Practicum III TC do not “take over” responsibility for all teaching and learning in any area. That is a goal for the Student Teaching experience which is linked to this field based experience. TC’s will be provided a specific template for implementing lesson within the literacy, mathematics, science and social studies.

Expectations for the Field- Based Experience

The Practicum III/Student Teaching 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 III/Student Teaching field assessments, and the information presented here.

Schedule for Participation:

Practicum III

When the Practicum III 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 III experience begins in the **Winter Quarter**, TC must report to school after the completion of fall quarter and begin working with the cooperating teacher before the school's winter holiday begins. The TC will return to this experience after the school holiday and begin the Tuesday/Wednesday or Wednesday/Thursday schedule that will be followed throughout the rest of the quarter.

Student Teaching

When the Student Teaching experience begins in the **Winter Quarter**, TC will stay at the field experience from Practicum III until the school's holiday break and will continue in the student teaching experience till the end of the NLU winter quarter.

When the Student Teaching experience begins in the **Spring Quarter**, TC will begin this experience depending on the last day of school in the district they are doing this experience.

Assignments:

Teacher candidates will complete the following during the Practicum III field-based experience

- During the first weeks of Practicum III, TCs are getting to know the children and the Cooperating Teacher as well as the classroom routines and begin working on assignments in the TREK LEM.
- TC takes an active role in the classroom in as many small ways as possible.
- TC will conduct diagnostic assessments in literacy
- TC will be required to teach multiple lessons in the content areas of literacy, science, social studies.
 - Whole class shared reading lesson
 - Small group words study lessons
 - Small group guided reading lessons
 - Whole group writing mini lessons
- TC will be required to use a problem solving process to improve their classroom management

Teacher candidates will complete the following during Student Teaching

- TC will be required to teach multiple lessons in the content areas of, science, social studies and math and complete the edTPA portfolio.
 - Whole class social studies lessons
 - Whole class science lessons
 - Whole class math talk
 - Whole class math through problem solving lessons

- TC will be required to use a problem solving process to improve their classroom management
- Complete a two week full takeover of the classroom
- Complete 3-5 sequential lessons in literacy for the edTPA (see further information in section edTPA.)

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 for the Practicum III field experience. As TCs are in the classroom only two days every week during Practicum III, 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. It is important to establish this communication process which should continue and be fostered in the student teaching experience. **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.
- CT informs the TC about expectations of arrival and departure time of the school day
- CT provides feedback to the TC in terms of lesson planning prior to teaching the lesson

- CT set expectations for submission of lesson plans or ideas for lessons being taught during student teaching
- CT provides guidance in terms of classroom management
- TC takes the initiative to ask questions about the curriculum schedule
- TC takes the initiative to understand all accommodations being provided to the students in the classroom

MEETING THE UNIVERSITY REQUIREMENTS

Successful completion of the Practicum III/Student Teaching Field experience:

Meeting the NCE/NLU Requirements: Completes all requirements for attendance, as well as planning, teaching analyzing and synthesizing lessons using the Adaptive Cycles of Teaching in the area of literacy, science, social studies, math and problem solving of classroom management issues in a timely manner. Please note that TC **may not serve** as a substitute teacher. If the CT is absent, the school must arrange for a qualified substitute teacher to be in the classroom at all times

Competency in the School Classroom: Competency in the classroom is assessed by the field coach (FC) in consultation with the cooperating teacher, the teacher candidate (TC) and the seminar leader. Competencies will also be assessed by the Pedagogical Content Coach (PCK) in the TREK Learning Experience Manager (LEM).

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)

TC is expected to be at school every day, all day. Additionally, since meetings are part of the real world of schools, the TC should attend all those that the cooperating teacher attends: grade level team, staffing, district, and faculty. There is much to learn from attending these meetings, and they can be possible topics of discussion in the seminars. 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/student teaching 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.

Daily Planning: As a teacher candidate, development and competency in lesson planning is essential for teaching effectiveness and meeting goals. Teachers build lessons around

relevant student experiences to encourage optimum student engagement, to support student independent thinking, and to develop student interest and love of learning. Please keep the following in mind. The Elementary Education program requires that candidates generate lesson plans for specific lessons taught using the Adaptive Cycles of Teaching. The cooperating teacher should review and approve all lessons taught. Provide oral and written feedback to the TC on planning.

Observations and Feedback: Coaching and mentoring is provided by a field coach (FC) assigned by the university for the Practicum III/Student Teaching experience. The field coach is an advocate for the TC, a mentor, an observer, and an evaluator. The field coach will meet with the TC and the CT one time during the Practicum III term and one time Student Teaching term. All other coaching of lesson planning, teaching and management will be done via the LEM by the PCK Coach as well as course instructors. 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 TC may be **delayed** in the completion of or **dismissed** from pre-service teacher education programs if the TC demonstrates behavior that may be considered detrimental to the pre-service TC 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, TC 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 evaluation of TCs will be documented through the on-line field assessment for Practicum III/Student Teaching Field Experiences as well as observations completed on the LEM. The field assessment form documents competencies considered important for the completion of the BA Elementary Education Program. This feedback supports TC evaluation and provides a guide for mentoring the TC throughout the final phase of this teacher education program.

The Practicum III/Student Teaching 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 FC, 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.

During the final week of the Practicum III and Student Teaching terms, 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 student teaching.

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

TC may progress from Practicum III to Student Teaching if they have successfully completed Practicum III and all concurrent methods classes. Successful completion requires a grade of B or

better in Practicum III and the concurrent methods classes **and** the 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 III should refer to the Grade Appeal Procedures provided on the NLU Portal or by contacting their academic advisor.

On-Line Field Assessment: TC should be thoroughly familiarized with the Field Assessment. This documents progress in important skills of teaching and constitutes an important part of the Practicum III/Student Teaching grade. In Practicum III and Student Teaching, the TC, FC, and CT each fill out an online Field Assessment. Instructions for filling out the online Field Assessments are included in this handbook.

In Practicum III, the Field Assessment is filled out at the end of the experience. The TC collects the signed, hard copies of the Field Assessment and turns them in to the seminar leader.

In Student Teaching, the Field Assessment is filled out once at midterm and again before the final meeting between the TC, CT and FC. The midterm Field Assessment may be used to set goals for the remainder of the Student Teaching experience. The student teacher is responsible for collecting signed hard copies of final Field Assessment and for turning them in to the seminar leader at the exit conference.

Length of Student Teaching

Student Teaching is a quarter-long experience. Student teachers spend 11-14 weeks in the classroom, depending on their placement school district's calendar.

On Campus Seminars for Student Teaching:

There will be up to seven seminars during the student teaching quarter. The syllabus and course schedule will be shared during the first seminar which generally meets during the first week of NLU classes. Most often, seminars are held every other week. Candidates need to let their cooperating teachers know the schedule for the seminars. Seminars are scheduled from 1:00-3:30 p.m., and attendance is mandatory. Seminars offer many learning opportunities and are forums for sharing ideas and challenges from the field. Important information about job applications and the procedures for attaining certification will be discussed.

Student Teaching Stages

Please understand that the TCs will NOT be doing everything that the cooperating teacher does right at the start; rather, you will be taking on teaching responsibilities gradually. The following is a **sample** 'take over' plan to consider:

Weeks 1 - Since the student teaching experience is a linked experience with Practicum III, the TC should begin taking over some classroom routines right away. Continue asking questions to ensure a successful student teaching experience. During this time they should feel free to jump in or ask to do anything that seems appropriate. It is always recommended to first check with the CT.

Begin teaching lessons from the Adaptive Cycles of Teaching. This is the time to do diagnostic assessments and concept maps.

Discuss with the CT what literacy or math topics can be used to teach for the **edTPA**

Begin planning a time frame for implementation of the **edTPA lessons** . Hand out and collect all permission slips are collected in order to video tape for the **edTPA**

Weeks 2 - 5: Begin taking responsibility for teaching in one or more content areas. Continue working on assignments in the ACT Curriculum. Continue working on planning for the **edTPA**. This is also the time that the TC will have to teach and video tape the lessons for the **edTPA**. Submission of the **edTPA** portfolio will due during the 5th or 6th week of the student teaching experience.

Weeks 6 – 9: Continue to assume more responsibilities until taking over all of the classroom teaching. Sometime during weeks 7-10, candidates must assume **full responsibility** for everything that happens in the classroom. Candidates are required to have full responsibility for a **minimum of 10 consecutive days**. We strongly encourage student teachers to do more, if possible. Continue working and completing all assignments in the ACT Curriculum.

Weeks 9 – end: Gradually return responsibilities for teaching back to CT, following a reverse process. All assignments in Adaptive Cycles of Teacher must be completed by the end of the student teaching experience.

edTPA

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

As of September 1, 2015, the Illinois School Code requires that all TCs for licensure will have to pass the edTPA in order to complete their teacher preparation programs and apply for licensure. What this means is that all candidates applying for initial licensure will need to provide evidence of having passed the edTPA beginning fall, 2015 before they will receive a license. The edTPA is only required for initial licensure in Illinois. Once a candidate already holds an Illinois Professional Educator License, the edTPA will not be required for subsequent endorsements.

The edTPA includes three major components: Planning, Instruction and Assessment. In the Planning Task, candidates include an instructional context, lesson plans, instructional materials, and a Planning Commentary. In the Instruction Task, there is a video component and an Instruction Commentary. In the Assessment Task there is an analysis of student work, examples of feedback to students, and an Assessment Commentary. A major component of the edTPA is also academic language.

Evidence of a candidate's ability to teach is drawn from a learning segment of 3-5 lessons from a unit of instruction taught to one class of students or to a focus student (SPE) during the student teaching term. There are different handbooks, tasks, and templates for the various content areas; however, they share a very similar structure. The specific handbook should align with the individual's student teaching placement.

All edTPA portfolios will be submitted to Pearson for scoring during Student Teaching Seminar. Pearson, ISBE's testing partner, is responsible for the assessment of the edTPA. Pearson trains evaluators to review the assessments. Evaluators are comprised of university faculty and K-12 educators who are subject matter experts. Scores are valid for five years. The cost of submitting and scoring the edTPA to Pearson is \$300. This cost will be added as an NLU fee, making it eligible for financial aid. There will be additional costs for candidates who do not pass the edTPA on the first submission. Program faculty will work closely with candidates to develop a plan to support candidates who do not pass the first time.

Pearson requires that before you record your classroom instruction, candidates must obtain the appropriate permissions from the parents/guardians of all students and adults who appear in the video. These forms will be available from your NLU instructors and are not submitted with the edTPA. However, candidates need to be able to produce permissions if requested after submission. It is strongly suggested that candidates scan and upload permissions to LiveText.

NLU TCs will be supported throughout their specific program in order to be prepared for this assessment. NLU TC support is available at www.nl.edu/edtpa. Support from SCALE and Pearson can be found at <http://edtpa.aacte.org/>.

INFORMATION

Cooperating Teacher Responsibilities (CT)

A major purpose of Practicum III/ Student Teaching is to provide the TC with concrete experiences to help in the development of a realistic perception of self in the professional role of teacher and in appropriate relationships with others within the school organization. In this critical role, the CT must hold a standard state certificate or license 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 TC.

We ask that CT become familiar with the Practicum III/ Student Teaching requirements as described in this handbook and assume the following responsibilities.

- Provide oral and written feedback to the TC on instruction.
- Observe delivery of instruction on a daily basis.
- Give specific feedback on strengths and areas for growth in post-observation conferences and written commentaries.
- Discuss alternative strategies and techniques that have been successful as well as those that have not
- Demonstrate effective teaching and assist the TC in analyzing its impact on student learning. Encourage the TC to develop a personal teaching style and to discuss self-evaluations and reflections.

If the TC is new in your classroom, experienced CTs have offered the following suggestions:

- Put the TC name on the classroom door.
- Assign adequate workspace for the TC's use.
- Introduce the TC to the families through a newsletter or have the TC write an introduction letter to the families
- Introduce the TC to school/district staff as a co-teacher.
- Explain school and classroom organization and their underlying philosophies
- Provide a copy of the class schedule, school calendar and work time expectations
- Involve the TC with the students right away
- Exchange phone numbers, email addresses.
- Set up daily/weekly conference times
- Share specifics about management expectations
- Aid the TC 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.
- Promote reflection on the multiple and complex decision-making activities

- Encourage the TC's development of self-evaluation and reflection skills

Field Coach Responsibilities (FC)

The Field Coach is a direct link between the TC, the school and the university. The role of the Field Coach in the TC's development carries three major responsibilities.

1. Encouraging and facilitating the profession growth of the TC.
 - a. Help your student teacher integrate theory and practice and develop self-analytical skills to become a critically reflective practitioner.
 - b. Observe and conference with your TC and the CT in order to assist in the analysis of the teaching/learning process.
2. Evaluating the TC's performance.
 - a. The Field Coach has an important role in the assessment of the TC. Evaluate your TC holistically in consultation with the TC, the CT and others when necessary, to determine the level of competence in the classroom. This needs to be communicated to the SL throughout the experience.
 - b. Recommend a final grade for TC to the SL at the end of the exit conference.
3. Serving as liaison between NCE/NLU and the local school.
 - a. Work collaboratively with your TC, the CT and school administrators.
 - b. Interpret the student teaching program and policies to and serve as a resource person for all school personnel.
 - c. Work collaboratively with the SL to support the success of the experience for TC.

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	
Additional Vocabulary	



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

Field Assessment
ELE 420/425
Practicum III

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

Person Completing the Form:
Date:

Quarter:

Practicum III Evaluation Philosophy/Grading Criteria

Practicum III Field Experience 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 III 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 III 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 420/425 PRACTICUM III 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, analyze and synthesize)

	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 an 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.
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.	
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 lessons.	
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.
ISTE-T 5a, 5b, 5c: Technology for Professionalism	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.
ISTE-T 1a, 2a, 2b, 2c, 2d: Technology for Instruction	Utilizes NO technology in classroom lessons.	Utilizes some technology in classroom lessons.	Utilizes technology consistently in classroom lesson.	
ISTE-T 1b, 1c, 1d, 3a, 3b: Student use of Technology	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.
Danielson: 4e, 4f: Appearance	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
Danielson: 4b, 4c, 4d: Professional Relationship	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.	
Danielson: 4c, 4e, 4f: Professional Growth	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.	

Danielson: 4c, 4e, 4f: Feedback Habits of Mind	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	
Danielson: 4a: Reflection	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.	
Danielson: 4d, 4e, 4f: Community with Families Relationship with teachers, parents and community	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



Field Assessment
ELE 470/ Student Teaching

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

Person Completing the Form:
Date:

Quarter:

Student Teaching Evaluation Philosophy/Grading Criteria

The Student Teaching Experience is the final professional experience designed to help the teacher candidate finalize their 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, cooperating teacher and field coach. 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 the Student Teaching Experience**. It serves as documentation of those competencies considered important for teacher candidate learning in the field experience. The teacher candidate, cooperating teacher and field coach 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 the Student Teaching Experience** is part of determining a final grade for these experiences. The practicum student, cooperating teacher and field coach complete the competency appraisal. These appraisals become part of the practicum student's permanent record at the university.

ELE 470 STUDENT TEACHING 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
Danielson 2b: Student engagement	Limited student engagement.	Inconsistent student engagement in the lesson; student engagement is not sustained throughout lessons.	Students are consistently engaged.	devised and implemented a well-structured classroom system.
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, analyze and synthesize)

	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 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 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.	
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 lessons.	
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

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	Unsatisfactory (1)	Basic (2)	Proficient (3)	Adaptive Expertise (4)
Alignment to Danielson	Refers to candidate performance that	Refers to candidate performance	Refers to candidate demonstrating	Refers to exemplary

Domain 2e: Organizing Physical Space	does not yield sufficient evidence to make a determination or is consistently below standards.	demonstrating necessary knowledge and skills but its application is inconsistent.	mastery of performance at a consistently professional level.	candidate performance that stands as a model for other candidates.
ISTE-T 5a, 5b, 5c: Technology for Professionalism	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.
ISTE-T 1a, 2a, 2b, 2c, 2d: Technology for Professionalism	Utilizes NO technology in lesson.	Utilizes some technology in classroom lessons.	Utilizes technology consistently in classroom lesson.	
ISTE-T 1b, 1c, 1d, 3a, 3b: Students Use of Technology	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.	

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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 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: 4e, 4f Appearance	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
Danielson: 4b, 4c, 4d: Professional Responsibility	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.	
Danielson: 4c, 4e, 4f: Professional growth	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.	
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NLU Policy on edTPA Remediation and Licensure

What if a candidate does not pass the edTPA?

According to the Illinois State Board of Education policy, candidates who do not achieve a passing score on the edTPA will not be eligible for licensure in Illinois. Therefore, candidates who do not achieve a passing score on the edTPA will need to participate in remediation.

Candidates in need of remediation will meet with an edTPA advisor to discuss next steps. Options may include re-taking all or part of the edTPA, depending on what is required for a passing score, or considering other program opportunities to complete a degree. For those candidates who choose to re-take the edTPA because their initial results do not meet state requirements, NLU Teacher Preparation faculty will assist candidates in their re-take efforts.

Re-takes may be completed during the student teaching term, or during a subsequent term. Conditions for a re-take will be determined by the score and feedback received on the official score report from Pearson. Conditions for a re-take may include: re-submitting specified edTPA tasks, taking additional coursework, and/ or completing a new student teaching experience in order to submit another full edTPA. There will be additional fees charged by Pearson for partial (\$100) or full (\$300) edTPA retakes.

Further information about official edTPA retake policies can be found at http://www.edtpa.com/PageView.aspx?f=GEN_RetakingEdTPA.html.

How can candidates best prepare for a successful edTPA?

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

- Carefully address every point in the commentary prompts
- Provide evidence that is directly related to the criteria in the rubrics
- Review SCALE's *Making Good Choices* Handbook
- Video every lesson in your teaching episode
- Collect a rich sampling of student work during your teaching episode

For more information about remediation and successful completion of the edTPA, please contact your Student Teaching Seminar leader.

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



Instructions for Completing the Online Field Assessment:

BA Practicum III: ELE 420/425 and BA Student Teaching ELE 470

This Field Assessment is a tool used to assess the active involvement of the teacher candidate (TC) (the National-Louis student) with the CT and students during the ELE425 Elementary Education: Practicum III field experience And ELE 470 Student Teaching. The CT, FC and the TC 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 candidate's permanent record at the university.

The link to the online Field Assessments that will be completed in advance of the exit conference at the end of the quarter is . Be sure to select the link for ELE 415/ELE 425 for the Practicum III and ELE 470 for the Student Teaching

When filling out the Field Assessments, please indicate the level of competence attained by the 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 assessments cannot be saved. Please allow enough time to complete the entire assessment in one sitting. Upon submitting this assessment 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 do not submit and create a printable version, you will have a blank copy only. If you are unable to print after completing the assessments, you will be able to use this URL to access the assessments to print at a later time. **Please do not complete more than one Field Assessment for Practicum III and Student Teaching.**

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