



NATIONAL
LOUIS
UNIVERSITY

**National Louis University
National College of Education**

**Bachelor of Arts
Elementary Education**

Program Handbook

2017 - 2018

Welcome to NCE/NLU

The National College of Education faculty of National Louis University welcomes you to our Bachelor of Arts program in Elementary Education. The purpose of this Bachelor of Arts Elementary Education Program Handbook is to acquaint you with the university courses, policies, procedures, and services related to the Elementary Education program leading to a teaching license with an endorsement in Elementary Education Grades 1-6.

Please remember that although you will be working closely with an advisor in the National College of Education you must apply for admission to the National College of Education separately from your admission to National Louis University. It is recommended that you discuss this timeline with your advisor at your first advising session.

The faculty of National College of Education is committed to providing a rich set of experiences that will assist you in becoming a successful teacher. We expect you to use this Handbook in conjunction with information from the university faculty, the Undergraduate Catalog, and the Student Guidebook and Calendar to guide your study and to make your journey through National Louis University and National College of Education of the highest quality.

The President and the officers of National Louis University reserve the right to change the requirements for admission or graduation, the arrangement, schedule, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit, or to dismiss any student any time should it be deemed to be required in the interest of the student or the university to do so.

National Louis University admits students to all programs and activities and administers all educational, employment, and other policies without discrimination because of race, color, sex, religion, handicap, and national or ethnic origin.

NATIONAL COLLEGE OF EDUCATION

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Dr. Jack Denny, Director of the School of Teacher Preparation
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NATIONAL COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

A Progressive Community Advocating for All Learners

National College of Education is a professional progressive community collaborating with students, teachers, administrators, school professionals, and others advocating for all learners. Building on the progressive tradition of John Dewey and our founder Elizabeth Harrison, the National College of Education continues its historical commitment to student-centered education. Our programs, research-based and reflective of best practices, fuse theory and practice and engage students in critical reflection and inquiry. The professional community of NCE continues to be a leader of progressive and innovative education in Chicago and the nation.

Building on the theme of advocating for all learners, all of our NCE programs place students -- both P-12 students and our own NCE students -- at the center of the educational process. Students actively construct meaning individually, cooperatively, and collaboratively by integrating knowledge and experience within a community of learners.

The NCE professional community recognizes that the learner and the process of schooling are situated in social, historical, political, and cultural contexts. We value diversity and cultural differences among children, families, and communities and continue our long and distinguished tradition of promoting social justice and developing democratic communities.

Reflection and inquiry provide an informed and integrated basis for advocating for all learners. As such, our NCE students will further develop the dispositions, knowledge, and skills to:

- Understand the contextual nature of learning
- Help students construct their own knowledge
- Integrate theory and practice
- Reflect on and critique their knowledge, practice, school, and society
- Engage in inquiry
- Collaborate with students, teachers, administrators, parents, and the community at large

NCE Conceptual Framework, November, 2003.

ELEMENTARY EDUCATION CONCEPTUAL FRAMEWORK

The elementary preservice education program leading to State of Illinois teaching License with an Endorsement in Elementary Education Grades 1-6 is committed to the preparation of men and women so they influence and improve the education of elementary school students and offer leadership in the education profession. In keeping with the mission of National College of Education, a commitment to the personal and professional growth of elementary preservice teachers is at the heart of our program.

The faculty in elementary education is committed to providing a rich set of experiences which will assist the preservice students in becoming successful teachers. Our students and we their faculty, in collaboration with the wider community of educators, are engaged in a continuous and productive process of professional growth.

The core values and student outcomes listed below are the result of work by faculty since 2014 when the BA faculty in Elementary Education began an intensive study of its program at the undergraduate levels.

FACULTY BELIEFS AND CORE VALUES

- ❑ Learners construct meaning individually, cooperatively, and collaboratively through active participation in their own learning.
- ❑ Practical application should flow from research and research should find practical application. University classrooms and field placements should reflect this connection.
- ❑ A community of learners which works collaboratively to meet the needs of students encompasses university-based, school-based, and community-based educators including parents and children.
- ❑ Effective teachers implement practices that respect and value diversity as a way to strengthen education in a democratic society.
- ❑ Professionals model appropriate and effective educational practices.
- ❑ Assessment is continuous, multi-dimensional, and related to the tasks of teaching and learning. It may include qualitative and quantitative techniques and instruments, does include formative and summative assessments, and is reflected in the requirements of the classroom.

STUDENT OUTCOMES

At the end of their education program, our teacher candidates:

- ❑ Make linkages between theory, research, and practice, the university and the elementary school classroom
- ❑ Are knowledgeable about a variety of philosophical, theoretical, historical, and practical approaches to teaching and learning and understand their impact.
- ❑ Are receptive to, reflect upon, and critically evaluate historical, current, and emerging educational issues and understand their impact on teaching and learning.
- ❑ Can analyze learning environments in order to create a learning environment which allows experiential, integrated, and inquiry-based learning developed around accepted curriculum standards.
- ❑ Are knowledgeable about the role social emotional learning plays in an authentic teaching and learning environment.
- ❑ Understand diverse educational contexts and know how to maintain professional integrity within each.
- ❑ Understand the role content analysis and investigation plays in elaborating their own content expertise and thus designing more standard aligned and contextualized curriculum for students.
- ❑ Complete whole class diagnostic assessments on which to base planning and organization in order to design differentiated instruction that meets the needs of all learners.
- ❑ Demonstrate their competency across content areas in planning, instructing, reflecting on instruction, analyzing formative assessment data and utilizing coaching feedback to improve their teaching and impact on student learning.
- ❑ Meet the challenges of students with diverse backgrounds and learning abilities through a culturally relevant lens.
- ❑ Demonstrate a beginning repertoire of practices across content areas characteristic of effective,

- novice teachers.
- ❑ Demonstrate their use of technology as a tool to enhance their pedagogy.
- ❑ Work collaboratively with other professionals in the school, parents, children, and the surrounding community.
- ❑ Model and demonstrate a commitment to the importance of life-long learning.

BA Elementary Education Conceptual Framework, June 2014

THE NCE ADAPTIVE CYCLES OF TEACHING

The BA Elementary Education program is distinctive because it is designed around six strands that embrace the standards ascribed by the various agencies supporting teacher education (national and state standards). These strands describe the knowledge, skills, and dispositions teacher candidates must display upon entering the field of Elementary Education. The six strands 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

Program matrices align the six strands and match the appropriate standards in a developmental design that delivers a teacher education curriculum that readies candidates to enter the teaching profession equipped for success. The six strands and related standards are woven throughout the coursework of the Elementary Education program.

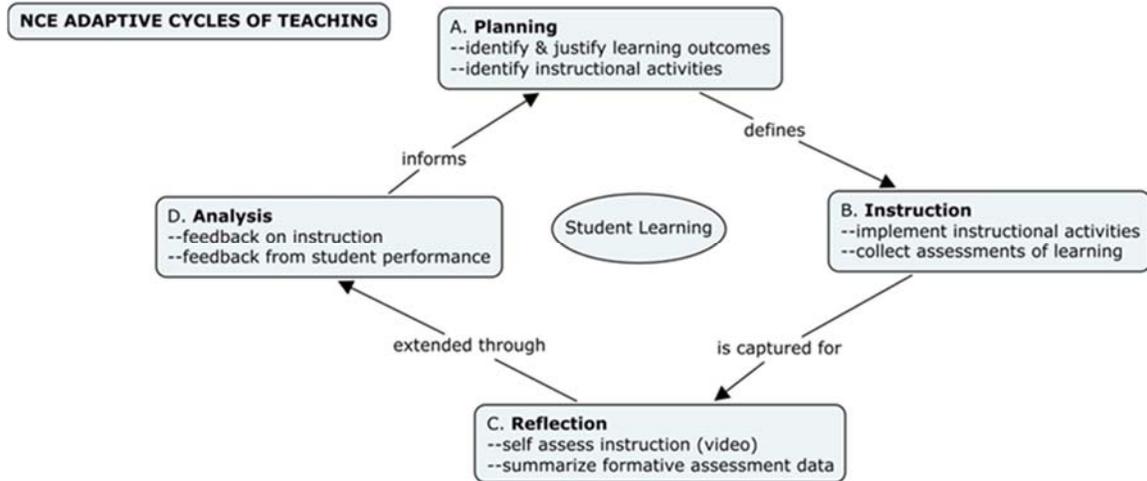
Our candidates complete their teacher preparation program using a new innovative curriculum called the NCE Adaptive Cycles of Teaching. (ACT) The ACT is a practice-based curriculum supported by an innovative cloud-based technology platform designed to manage and track experiential learning that has been customized for teacher education.

Adaptive Cycles of Teaching Goals:

1. Ensure teachers exhibit a repertoire of high impact/evidence-based instructional practices through a practice-based curriculum supported by feedback and reporting tools.
2. Ensure teachers exhibit the habits of mind to continually learn through practice through tools that support teachers to enact multiple cycles of practices using feedback to improve.
3. Improve student learning outcomes by providing teachers with tools to systematically analyze patterns in student learning progress in order to effectively target instruction.

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). 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 performance templates and receive timely focused feedback from faculty and mentors using the same tools. Teacher candidates use formative assessments to analyze student progress and inform the next lesson plan. These cycles are intended to scaffold teacher candidates learning across instructional domains and to promote habits of mind to continually learn from teaching (Hiebert, Morris, Berk, & Jansen, 2007). Figure 1 below depicts the ACT cycle and learning goals for each step.

Figure 1. Stable Learning Structure within the ACT Curriculum Design



ADMISSION TO NATIONAL COLLEGE OF EDUCATION

Eligibility

Bachelor of Arts in Elementary Education students at National Louis University must seek admission to National College of Education (NCE) to enter the Teaching Licensure program with an endorsement in Elementary Education. Toward this end, the faculty of NCE has identified specific eligibility criteria for the teacher education program. These criteria were developed to prepare students for the expectations of the teaching profession. As an NCATE accredited institution, NCE strives to meet and exceed all standards for providing the skills and knowledge necessary for candidates who wish to become high caliber teachers. Academic advisors will play a key role in assisting you in completing program requirements.

Teacher candidates are encouraged to review the criteria, as listed below, early in their academic program and to meet these competencies before applying for entrance to the professional sequence in the National College of Education which will lead to elementary education degree certification.

NLU/NCE students should refer to the online University Catalog for information related to admission criteria for the National College of Education or review the criteria listed below.

Criteria

1. Candidates pursuing a teaching license with an endorsement in Elementary Education grades 1-6 must apply for admission to the National College of Education at least two quarters before the start of the senior year professional sequence. Application dates are available through advisors.
2. Candidates must take and pass the ISBE Test of Academic Proficiency (TAP) or receive a passing ACT or SAT score prior to submitting an application for admission to the National College of Education. These examinations are offered throughout the year and information is available through www.icts.nesinc.com. Testing dates, registration materials and passing scores are also available on the ISBE website or by contacting the NLU academic advisor.
3. Candidates must submit proof of a negative (Mantoux) TB test to their academic advisor. This test result is good for one year. Contact academic advisor for details.
4. Candidates must submit documentation from the Illinois State Police of a clear criminal finger

print background check to Student Records. This background check is good for one year. Contact academic advisor for details.

5. All required coursework that are prerequisites for admission to the National College of Education (NCE) must be completed before teacher candidates can begin their professional sequence.
6. Applicants must maintain a cumulative GPA of 2.5 at National Louis University, with a GPA standard of at least 2.0 in each discipline (Communications, Humanities, Fine Arts, Quantitative Reasoning, Physical and Life Sciences, Social Sciences, Behavioral Sciences).
7. Candidates may not be admitted to the National College of Education with a grade of “D” or “F” in any of the coursework that will satisfy the requirements for licensure. A candidate who receives a “D” or “F” in general education coursework of program requirements must take the course over. Students who receive a “D” or “F” in foundational or professional coursework may petition the NCE Academic Policy Committee to retake the course.
8. Candidates may register for foundational/professional courses only once. Candidates must petition to the NCE Academic Policy Committee for exception to this policy.
9. After application to NCE, candidates may be admitted or, if they do not meet all prerequisites, either denied admission or designated “incomplete status.” Written notice of the action will be sent to each candidate from the Academic Advising Office. Candidates designated with “incomplete status” must document completion of requirements before they can enter the professional sequence. Candidates who do not complete requirements are denied admission.
10. Candidates denied admission for one term must submit a new application for the next term as soon as possible after consulting with their academic advisor. Candidates may also petition the NCE Academic Policy Committee for reconsideration of the denial of admission.
11. Once admitted, the progress of each candidate should be reviewed each term of the professional sequence to determine continued eligibility in the National College of Education.
12. Candidates must pass the ISBE Elementary/Middle Grades Content-Area Test 110 prior to student teaching.
13. Candidates admitted to the National College of Education are required to receive a grade of “B” or better in each methods course or practicum experience in the professional sequence coursework in order to move on to the next sequence of courses. Any candidate receiving a “D”, “F” or “I” in a methods course or practicum field-based experience will not be able to continue in the Elementary Education program. A candidate must petition the NCE Academic Policy Committee to request permission to remain in the program.

Admission Deadlines for NCE

Deadline for admission to NCE to begin Practicum II/III and methods:

- **Fall** admission deadline is **December 1st** of prior academic year
- **Spring** admission deadline is **October 1st** of the prior academic year

If applications and prerequisites are not completed by the published dates, admission to NCE will be delayed to the following admission date.

ADMISSION AND RETENTION POLICIES

The National College of Education has an Academic Policy Committee. The purpose of this Committee is to consider student petitions regarding (but not limited to) the following: admission to NCE, retention in the college, course waivers, retaking courses, and grade appeals. The petition form can be acquired from the NLU academic advisor.

The Elementary Education program has a faculty review process for students who are experiencing difficulty in completing field-based experiences in Practicum II, Practicum III and Student Teaching. The remediation plan is found in the Practicum II and Practicum III/Student Teaching Handbooks.

The grade appeal process for Elementary Education courses is congruent with appeal procedures for National Louis University as described in the Student Guidebook. (Published annually by the Office of Student Affairs)

ACADEMIC POLICIES

Information regarding academic policies for students is found in the University Catalog. This includes: Skills Assessment, Registration/Withdrawal policies, Evaluation and Appeals, Academic Review, Transcripts, Graduation Requirements, General Education Requirements, policies regarding Field Program Students, and other guidelines and policies for undergraduate students.

GRADE APPEAL POLICY

For official university policy and procedures refer to the NLU Annual Student Guide Book, The University Catalog or located on the University website www.nl.edu

GRADUATION AND LICENSURE

* CANDIDATES ARE REQUIRED TO APPLY FOR GRADUATION AND LICENSURE DURING SENIOR YEAR

Graduation and Diplomas

Candidates must apply to graduate and receive their diploma. The Registrar's Office establishes and posts the deadlines. Candidates are encouraged to begin the application process during Practicum II in order to allow time to complete any missing graduation requirements that are revealed by the Degree Audit. Deadlines are enforced so candidates must comply in order to graduate in a timely way. There are four diploma dates per year, in March, June, August, and December. Specific application dates for the current year are published in the University Schedule every term.

Commencement ceremonies are held once a year in June. Candidates who are eligible for the ceremony are those who have completed their degree requirements in December of the previous year, and those who will have completed degree requirements by the end of the summer term. If a candidate chooses to participate in the commencement ceremony, he or she will receive information from NLU regarding fees and procedures. All requests for information concerning commencement should be directed to the Office of Student Affairs. Participation in the commencement ceremony should not be interpreted to mean that all graduation requirements have been completed.

Illinois Teaching License

Upon completion of all requirements in NCE/NLU's Elementary Education teacher education program, candidates are eligible to receive their Bachelor of Arts degree in Elementary Education.. They are also "entitled" to an Illinois Teaching License with and endorsement in Elementary Education if they (1) meet all program requirements, (2) meet all bachelor degree requirements, (3) pass all Illinois State Certification tests for their program [Test of Academic Proficiency (TAP), (ACT). or (SAT)., Elementary/Middle Grades Content-Area Test 110 , Assessment of Professional Teaching (APT) 188 , edTPA and (4) follow the procedures for applying for an Illinois State Teaching License with an endorsement in Elementary Education.

Illinois State Teacher Licensure Examinations and edTPA Performance Assessment

The Illinois State Licensure Tests are administered on-line. Candidates need to register to take the test

in a timely manner. The edTPA performance assessment will be completed and submitted during the student teaching field experience. Information to register for the licensure test can be found on the Illinois State Board of Education web site <http://www.isbe.net>. Questions regarding licensure tests can be found at <http://www.icts.nesinc.com>. Information to register and submit the edTPA portfolio will be on the NLU website under the heading NLU/edTPA/

Application for a Teaching License

Candidates should complete the application on-line on the NLU website under licensure. For a teaching license for the state of Illinois during the Student Teaching Seminar (No check or money order is to accompany the application at this time). This enables the Licensure Office to send to the State of Illinois Licensure Office a list of candidates who may be eligible to apply for a teaching License..

Candidates will need to obtain official transcripts from all institutions of higher education, colleges and universities upon completion of NLU. We recommend that candidates obtain two or more copies of all official transcripts as local school districts also require official transcripts upon employment.

After graduation, a representative from the NLU Licensure Office will sign and emboss with the university seal the candidate's Application for a Teaching license and return it to the candidate with instructions for obtaining the teaching license. Candidates will need to submit the appropriate fees and official transcripts with their applications at the time of submission. Candidates will receive complete instructions when they receive their signed and sealed transcript from the Registrar.

Graduating with Honors

Honors in Education will be awarded to preservice teacher education students who have attained a minimum cumulative GPA of 3.75 at NLU **and** a GPA of 4.0 in professional education coursework in NCE.

Kappa Delta Pi - An International Honor Society in Education

Kappa Delta Pi is a professional organization in education which encourages excellence and service in education. Education students are encouraged to apply to NLU's Theta Eta Chapter of Kappa Delta Pi. Requirements for undergraduate applicants in education are:

- Junior or Senior Status
- 3.3 cumulative grade point average in all college/university coursework
- Two letters of recommendation from NLU faculty members. Applications are available in program offices or from the academic advisor.

UNIVERSITY SERVICES

Information regarding academic support services is found in the University Catalog or the NLU Portal.

Registration

- Advising Resources: <https://www.nl.edu/t4/student-services/academicadvising/>
- Online Course Schedule: http://www.nl.edu/course_schedule
- Online Registration Form: <https://nl.edu/registeronline/>
- To access your online classes, go to: <http://d2l.nl.edu>
- Unfamiliar with D2L? Here's a link to some tutorials: <http://www.nl.edu/t4/lms/studentresources/>

Student Finance

- Withdrawal & Refund Policy Information: <http://nlu.nl.edu/t4/financialaid/studentaccounts/withdrawalrefundpolicy/>
- Questions about Financial Aid? Contact StudentFinance@nl.edu or 888-NLU-TODAY, Option 3

Student Resources

- Purchase textbooks at eCampus: <http://www.ecampus.com/nlu>
- Career Development Resources and Events: <http://www.nl.edu/student-services/careerdevelopment/>
- Registration for Test of Academic Proficiency (TAP): www.icts.nesinc.com
- Registration for ACT: <http://www.actstudent.org/>
- Learning Support TAP Resources, Workshops and Prep Courses: <http://www.nl.edu/student-services/learningsupport/tapresources/>
- Apply for Licensure/Endorsements: <http://www.nl.edu/licensure/>

UNDERGRADUATE ACADEMIC ADVISING CENTER

Academic Advising is done through the Academic Advising Center. New students are assigned an academic advisor when they enter National Louis University.

Academic advisors will:

- Assist students in planning long range academic program and its sequence
- Assist students in choosing upcoming quarter's classes
- Answer questions about academic policies and procedures
- Refer students to others when additional help is needed

To more effectively assist candidates with their academic planning and concerns, advisors are kept up to date on candidates' progress in classes and academics in general and are made aware of any changes in programs or curriculum within the university.

Students should see their advisor:

- When they enter NLU in order to complete a long range plan
- At the beginning of the first quarter to determine a schedule
- Before each quarter's registration
- Periodically, as academic questions arise
- The quarter they apply to NCE

Advisors are interested in student progress and concerns. Personal contact with students is an important part of the university's philosophy. All advisors can be reached by telephone and by email.

STUDENT EMAIL ACCOUNTS

Every registered student at NLU must assume responsibility for activating and using the email account that National Louis University has supplied to them. This will provide fast, direct communication between students, faculty, administration and fellow students. It is NLU policy to send students important announcements and financial aid only through their NLU email account and it is the students' responsibility to check their email frequently to stay aware of university policies and deadlines. Contact the Registrar's office for policies regarding options to opt out of using NLU email.

Information for registering, logging on, account names etc. is accessed through <http://my.nl.edu/>. Student email stations are conveniently located at each campus. The NLU Helpdesk is available '24/7' at 1-866-813-1177 to assist students with login questions. Students are now able to access their grades, unofficial transcripts, account balance, and student schedules through the university website: www.nl.edu. Student bills are also available and students may make payments online either with a credit card or e-Check.

FEATURES OF BACHELOR OF ARTS, ELEMENTARY EDUCATION PROGRAM

National College of Education is committed to providing all students with a breadth of experience in working with children through the Practicum I, II, III, and Student Teaching components of the program. The special features of this program are:

- Involvement in three different field experiences at three different grade ranges in three different schools, one for Practicum I, one for Practicum II and one for a linked placement Practicum III/ Student Teaching.
- Practicum II and Practicum III/ Student Teaching placements which span the entire school year, allow candidates to see the full range of yearlong activities and experiences in school communities.
- Field Experience placements are in diverse settings to gain experience with and understanding of student populations.
- Experience in a variety of teaching/learning settings (e.g., self-contained classrooms, informal and open environments, multi-aged groups and/or departmental settings).
- Coaching field experiences by university faculty will be done both in person and by video reviews in the NCE ACT to provide coaching and feedback on candidate's teaching and development.
- Regularly scheduled seminars for practicum students and student teachers.
- Involvement by school personnel for on and off campus seminars.
- Field Assessments which are used to assess and evaluate development during Practicum I, Practicum II and Practicum III/ Student Teaching.

PROGRAM OF STUDY

This program description outlines the courses required in the Elementary Education program for preservice teachers. The general education courses, taken in the College of Professional Studies and Advancement (CPSA), provide the liberal arts background necessary to be a well-educated teacher and lead to a Bachelor of Arts degree in Elementary Education. The education courses provide the knowledge and experiences necessary to link theories of teaching children and youth with actual learning settings.

General Education Core		60QH
Communications		
GEN 103	Student Success Seminar	5QH
LAE 101	English Composition I	5QH
LAE 102	English Composition II	5QH
LAE 2XX	Effective Speaking	5QH
Humanities		
RLL 220	Children's Literature and Literacy Learning Environment	5QH
Fine Arts		
LAA 101	Art Appreciation I	2QH
LAA 102	Art Appreciation II	3QH
Quantitative Reasoning		
LAM 112	Math Content for Teachers I	5QH
LAM 213	Math Content for Teachers II	5QH
Physical and Life Science		
◦ Two science classes are required for admission to NCE. LAN 110, and one with lab from the list of Additional Program Requirements below.		
LAN 110	General Biology	5QH
Social Sciences		
LAS 203	Survey of U.S. History	5QH
LAS 118	Introduction to Politics and U.S. Government	5QH
Behavioral Sciences		
LAP100	General Psychology	

Additional Program Requirements		18QH
MHE 205	Mathematical Thinking for Elementary Teachers.	4QH
SCE 205	Scientific Inquiry for Teachers	4QH
LAS 254	Global Economics	5QH
LAN 150	Survey of Physical Science	5QH

All courses listed above are prerequisites for admission to National College of Education.
Concentration Courses are not prerequisites for admission to National College of Education.

Concentration (Minor) Requirement – 6 courses / 30 QH

30 Quarter Hours in one of the following disciplines:

+ indicates which areas of concentration can be a minor

* indicates which areas of concentration can be a major

- o Psychology/Human Development *+
- o General Psychology *+
- o Sociology/Anthropology *+
- o Biology +
- o English +
- o Mathematics +
- o Science +

Note: A minimum of 15 quarter hours in the concentration must be in upper division coursework (300 level or above) taken at National Louis University.

Foundational Studies		32 QH
* Prerequisites for admission to National College of Education		
ELE 300	Practicum I	4 QH
ELE 350	Theories & Practices of Curriculum & Assessment	3QH
EPS 300	Educational Psychology for Teachers	5QH
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	5QH
CIL 300	Foundations of ESL/Bilingual Education	5QH
ELE 210	History & Philosophy of Education	3QH
TIE 300	Introduction to Technology in the Classroom	3QH
ELE 345	Methods in Arts Education	2 QH
ELE347	Methods of Health and Physical Education	2 QH

Professional Sequence		38 QH
* Must be Taken at NLU		
ELE 410	Practicum II Seminar	3 QH
ELE 415	Practicum II Field Experience	2 QH
ELE 420	Practicum III Seminar	3QH

ELE 425	Practicum III Field Experience	2QH
RLL 478	Literacy Methods I	3QH
RLL 479	Literacy Methods II	3QH
SCE 480A	Methods of Teaching Science	3QH
CIS 480A	Methods of Social Studies	3 QH
MHE 480 A	Methods of Teaching Math	4 QH
ELE 470A	Student Teaching Field Experience	10 QH
ELE 470B	Student Teaching Seminar	2 QH

Minimum required credit for Bachelor of Arts degree is **180 quarter hours**.

* At least 60 of these 180 quarter hours must be taken at National Louis University.

WAIVER OF COURSEWORK in ELEMENTARY EDUCATION

A petition to the NCE Academic Policies Committee is required for course waivers for all ELE courses. Other education courses require a Waiver of Professional Courses petition approved by the following programs; SPE 300 - Special Education Program Coordinator; TIE 300 - Technology in Education Program Coordinator, and EPS 300 - Education Psychology Program Coordinator. See an advisor for forms, required supporting documentation, and a signature.

Because of the interrelationship between methods classes and the practicum experiences, **no waivers** will be approved for any courses in the professional sequence.

FIELD BASED EXPERIENCES

In accordance with the Illinois State Board of Education mandates, each candidate must have a minimum of 100 clock hours of field base experiences prior to student teaching for each program leading to licensure. Field base experiences are defined as "an experience involving observation of practitioners at work, according to specified guidelines. This experience is planned, guided and evaluated by a mentor or coach and can occur in a variety of educational settings and situations."

These hours must also include "a wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous mentoring and coaching by appropriate personnel who can modify appropriately the candidate's behavior."

Candidates are required to document 45 hours of preclinical experience prior to Practicum II. The 45 preclinical hours are part of specific course requirements for ELE 300 Practicum I and SPE 300 Introduction to Special Education and Methods of Teaching Students with Disabilities. Additional hours may be required for other courses. Each instructor will describe the format preferred for the written report of field work for each class. In addition, all field based experience documentation should adhere to the following guidelines:

ELE 300 Practicum I Seminar and Field Experience

1. The course instructor will explain the purpose of the field based experiences and develop specific assignments for the candidate.
2. After completion of the field based experience tasks and the candidate's completion of the forms, the cooperating teacher and seminar instructor for Practicum I must sign the NCE Student Log of Field Experiences.

3. If log hours are accepted from other institutions they must be original forms signed by that course's instructor.
4. Candidates need to document the total hours on the NCE Online Log Sheet found at www.nl.edu/elemed under Student Materials. All required preclinical hours for the class must be completed and documented before a course is considered complete and a grade assigned. T
5. A minimum of 45 hours must be completed prior to admission to NCE. The hours that are part of the Practicum II and III experiences total a minimum of 200 hours and do not require separate logs sheets.

FIELD BASED EXPERIENCES IN COURSEWORK PRIOR TO SENIOR YEAR

ELE 210	History and Philosophy of Education	10 hours
RLL 220	Children's Literature and Literacy Learning Environment	10 hours
EPS300	Educational Psychology for Teachers	10 hours
ELE 300	Practicum I	40 hours
SPE 300	Introduction to Special Education and Methods of Teaching Students with Disabilities	15 hours
CIL 300	Foundations of ESL/Bilingual Education	20 hours

FOUNDATIONAL STUDIES: PRACTICUM I

Practicum I is designed as an introduction to teaching and provides field based experiences and hours early in the undergraduate professional education program. Practicum I, a prerequisite and integral part of the foundational studies, is intended to stimulate as well as test interest in teaching and provide meaning for subsequent professional courses.

The Practicum I experience is intended for candidates to:

- o Test their personal interests and talents in direct interaction with children
- o Examine and assess strengths and help determine what additional personal and academic development is necessary for effective teaching
- o Identify and analyze the personal, social, and academic requirements of teaching in order to determine whether and how their needs and qualifications match the task

Candidates are typically requested to spend the entire day in one school classroom for eight weeks during the term they are enrolled in Practicum I. Although candidates are working with one classroom teacher during this time, the candidates are encouraged to view the school as a total functioning organization rather than a single teaching situation. Principals assign candidates to classroom teachers with professional experience and personal commitment who welcome the opportunity to introduce candidates to a teacher's role and responsibilities.

A Practicum I Handbook will be distributed during the first seminar.

PROFESSIONAL SEQUENCE - SENIOR YEAR FIELD EXPERIENCES

TERM I - Practicum II

TERM II - Practicum III

TERM III - Student Teaching

TERM I/ Practicum II and TERM II/ Practicum III

Terms I and II of the professional sequence in the senior year include the methods courses for teaching literacy science, social studies and mathematics. These courses are concurrent with a two-day per week practicum experience and accompanied by a weekly seminar. Theory, curriculum, materials and methodology are integrated across content areas as well as from university-based classes to the school-based practicum settings. During these terms candidates will be planning, teaching lessons in the content area using the Adaptive Cycle of Teaching (ACT). Issues which cut across the curricular areas are addressed in the practicum seminar as well as in the methods classes.

Coaching and Mentoring is provided by a university faculty member as well as the cooperating teacher. Coaching and mentoring will be done by in person visits to the classroom and by viewing and providing feedback to lesson taught, video recorded and uploaded into the TREK Learning Experience Manager.

The Practicum II experience is completed in a single classroom. Candidates work with a teacher in a developmental experience in the classroom which culminates with candidates planning and teaching in at least two curricular areas that term. Teaching experiences in Practicum II will use the Adaptive Cycle of Teaching (ACT) and be documented in the TREK Learning Experience Manager.

The Practicum III experience is linked to the student teaching experience. Practicum III/Student Teaching will be completed in a single classroom. During Practicum III the candidate will continue to plan and teach lessons in the concurrent methods course. Coaching and mentoring will be done by in person visits to the classroom and by viewing and providing feedback to lesson taught, video recorded and uploaded into the TREK Learning Experience Manager.

TERM III - Student Teaching

Student teaching is designed to involve the teacher candidate in all dimensions of teaching responsibility within the school community. Candidates enter into a partnership with an experienced, certified cooperating teacher to plan, organize, and develop learning environments and curricular materials. Student teachers participate in all aspects of school life: the classroom, parent-teacher conferences, and consultations with support personnel, faculty meetings, and staff development opportunities. Student teachers will also be submitting lesson using the Adaptive Cycle of Teaching (ACT) and submitted to the TREK Learning Experience Manager.

The student teacher will receive coaching and mentoring from university faculty members as well as a cooperating teacher. This experience provides opportunities for discovering personal strengths and weaknesses and encourages the candidate in self-analysis and self-examination of personal teaching performance.

As with Practicum II and III, a professional seminar, held regularly on campus, is an integral required part of the Student Teaching experience. Seminars focus on challenges candidates are facing, professional issues, job search strategies, celebrations of success, common concerns for beginning teachers and completing the edTPA for Licensure in the state of Illinois. Seminars are typically interactive and include visits by administrators, faculty, staff, and resource personnel. Administrators, faculty, and staff from partnership schools often attend seminars to provide resource support.

POLICY REGARDING GRADES IN PROFESSIONAL SEQUENCE

A final letter grade (A, B, C, D, or F) is assigned by the seminar leader. The grading policies governing grades of I, WW, WS, and WF also apply.

- **Practicum I:** Holistic grade by seminar leader based on field experience and seminar work.
- **Practicums II and III:** Separate grades for seminar and the field experience assigned by the seminar leader with input from coaches and the mentor.
- **Student Teaching:** Separate grade for student teaching field experience assigned by the seminar leader with input from coaches and the mentor. Grades for the student teaching seminar will be given after the teacher candidate successfully passes the edTPA.

In order for student to receive credit for the student teaching field experience, the teacher candidate must receive a grade of “C” or better.

In order for student to receive credit for the student teaching seminar, the teacher candidate must receive a grade of “C” or better as well as receiving a passing score on the edTPA.

Candidates who wish to appeal a grade received in Practicum II, Practicum III, or Student Teaching should refer to the Grade Appeal Procedures posted in the Annual Student Guide Book, University Catalog and on the website www.nl.edu or contact their Academic Advisor.

REQUESTS FOR EXCEPTIONS TO POLICY

All requests for exceptions to policy **not** governed by the NCE Academic Policies Committee must be submitted in writing to the BA Elementary Education Program Coordinator. A copy of this request should be provided to the candidate’s assigned academic advisor. The Program Coordinator will respond to the request in writing.

STUDENT CONCERNS AND APPEALS

Candidates with concerns regarding the quality of the BA Program, fairness of the policies, or faculty within the program should discuss these concerns with their assigned academic advisor. The advisor should communicate these concerns to the BA Elementary Education Program Coordinator. If these concerns remain unresolved, students should contact the Director of the School of Teacher Preparation.

STANDARD TEACHING CONCENTRATION OPTIONS

To graduate from NCE/NLU's teacher education program in Elementary Education, candidates must complete a **Standard Teaching Concentration (Minor) 30 Quarter Hours** beyond general education requirements in a single content area as specified with at least 15 of those hours in upper level (300/400) classes. Students may choose to complete a **Second Major of 45 Quarter Hours** including general education in a single content area. Contact your academic advisor for further information. Of these hours, 25 QH of course work must be upper level, 15 of which must be taken at NLU. All candidates must provide the Registrar with a written declaration of their academic concentration area. Candidates seeking a Teaching License Grades 1-6 with an endorsement in elementary education must select a Standard Teaching Concentration (Minor) or Second Major in any of the areas listed in the Concentration Requirements section.

Elementary education candidates should give careful consideration to their choice of concentration and should meet with your advisor to discuss and clarify concentration requirements. Factors to take into account include personal strengths and interests as well as the grade level and content area they are most interested in teaching. Specific course requirements must be met to complete concentration requirements.

CONCENTRATION COURSE OFFERINGS

Teaching Concentration – English (Minor)

MINIMUM of 6 courses in addition to general studies requirements.

* Minimum of 3 courses (15 QH) must be upper level (300/400) taken at NLU

All six courses for a concentration in English (minor) must have a LAE, LIT or ENG prefix.

The three upper level courses offered at NLU for the graduation requirement are:

1. LAE 309 Minority Voices in American Literature
2. LAE 302 Creative Writing
3. LAE 311 The Short Story

Teaching Concentration – Mathematics (Minor)

MINIMUM of 6 Courses

Below are the seven distinct topic areas for a math concentration. Choose five courses from four of the seven areas.

The sixth course may be chosen from **any** of the seven areas **or from these math electives:**

- LAM 130
- LAM 220
- LAM 310
- LAM 330
- LAM 410

Three upper-level (300 and 400) math courses must be taken at NLU. All transfer substitutions for Math concentration courses must be approved by the Mathematics Department.

The three upper level courses offered at NLU for the graduation requirement are:

1. LAM 308 Exploratory Probability and Statistics
2. LAM 307 Investigative Geometry
3. LAM 309 Theory of Numbers

Seven distinct topic areas for a math concentration. Choose five courses from four of the seven areas.

1. Math Content for Elementary Teachers
 - LAM 301 Math Content for Teachers: Problem Solving
 - LAM 495 ST: Math Content for Teachers: Discrete Math Topics
 - LAM 495 ST: Math Content for Teachers: Geometry Topics
 - LAM 495 ST: Math Content for Teachers
2. Calculus
 - LAM 311 Calculus I
 - LAM 312 Calculus II
 - LAM 313 Calculus III
 - LAM 495 (ST: any course with Calculus in the title)
3. Modern Algebra or Number Theory
 - LAM 214 Finite Math
 - LAM 309 Theory of Numbers
 - LAM 320 Discrete Math
 - LAM 350 Modern Algebra
 - LAM 495 (ST: any course with Modern Algebra or Abstract Algebra in title)
4. Geometry
 - LAM 307 Investigative Geometry
 - LAM 405 Geometry
 - LAM 495 (ST: any course with Geometry in the title but not Analytical Geometry)
5. Computer Science
 - LAM 303 Computer Programming I
 - LAM 305 Computer Programming II
 - LAM 495 (ST: Any course with Computer Programming in the title)
6. Probability and Statistics
 - LAM 308 Exploratory Probability and Statistics
 - LAM 403 Math Probability and Statistics
7. History of Mathematics
 - LAM 315 History of Mathematics: Problem Solving Approach
 - LAM 450 History of Mathematics for Teachers: Algebra and Geometry
 - LAM 451 History of Mathematics for Teachers: Probability and Statistics

The following courses **do not count** towards the Math Concentration.

LAM 100A	LAM 100B	LAM 106	LAM 107
LAM 108	LAM 109	LAM 110	LAM 111
LAM 112	LAM 113	LAM 115	LAM 213
LAM 216	LAM 225		

Teaching Concentrations – Psychology/Human Development (Minor)

MINIMUM of 6 courses in addition to general studies requirements.

* Minimum of 3 courses (15 QH) must be upper level (300/400) taken at NLU

The three upper level courses that will be offered at NLU for the graduation requirement are:

1. LAP 350 Culture and Self
2. LAP 352 Children and Families Under Stress
3. LAP 401 Psychology of Learning

In order to meet the requirements for this teaching concentration, courses must be taken in each category. Need to meet specific requirements for each category

Two of the following [Developmental Psychology] 10 QH

One required - LAP 315 Life Span Development

One of the following:

- LAP 200 Psychology of Development/Infant & Toddler
- LAP 201 Psychology of Early Childhood
- LAP 202 Psychology of Middle Childhood & Adolescents
- LAP 204 Psychology of Adolescence and Early Adulthood
- LAP 300 Adult Development and Learning Assessment
- LAP 303 Introduction to Psycholinguistics
- LAP 320 Psychological Assessment of the Young Child Part I
- LAP 321 Psychological Assessment of the Young Child Part II
- LAP 450 Human Sexuality

ONE of the following [Social & Personality/Clinical Psychology] 5 QH

- LAP 306 Theories of Personality
- LAP 307 Abnormal Psychology
- LAP 320 Psychological Assessment of the Young Child: Part 1
- LAP 321 Psychological Assessment of the Young Child: Part II
- LAP 325 Psychology of Play & Therapeutic Applications
- LAP 340 Effective Interpersonal Relationships
- LAP 342 Interpersonal Helping Skills
- LAP 411 Psychology of Exceptional Children & Adolescents
- LAP 420 Social Psychology

ONE of the following [Cognitive Psychology] 5 QH

- LAP 300 Adult Development and Learning Assessment
- LAP 303 Introduction to Psycholinguistics
- LAP 305 Memory & Cognition
- LAP 401 Psychology of Learning
- LAP 402 Experimental Psychology

ONE of the following [Community Psychology] 5 QH

- LAP 348 Cross Cultural Communications
- LAP 350 Culture & Self [Psychology of the Self]
- LAP 352 Children & Families under Stress

LAP 425 Mental Health
 LAP 200 Psychology of Development/Infant& Toddler
 LAP 201 Psychology of Early Childhood
 LAP 340 Effective Interpersonal Relationships
 LAP 420 Social Psychology
 LAP 443 Managing Interpersonal Communication in Organizations
 LAP 450 Human Sexuality

Teaching Concentrations – General Psychology (Minor)

MINIMUM of 6 courses in addition to general studies requirements.

* Minimum of 3 courses (15 QH) must be upper level (300/400) taken at NLU

In order to meet the requirements for this teaching concentration, courses must be taken in each category. Need to meet specific requirements for each category

The three upper level courses offered at NLU for the graduation requirement are:

1. LAP 350 Culture and Self
2. LAP 352 Children and Families Under Stress
3. LAP 401 Psychology of Learning

One of the following [Developmental Psychology] 5 QH

LAP 200 Psychology of Development/Infant & Toddler
 LAP 201 Psychology of Early Childhood
 LAP 202 Psychology of Middle Childhood & Adolescents
 LAP 204 Psychology of Adolescence and Early Adulthood
 LAP 300 Adult Development and Learning Assessment
 LAP 303 Introduction to Psycholinguistics
 LAP 315 Life Span Development
 LAP 320 Psychological Assessment of the Young Child Part I
 LAP 321 Psychological Assessment of the Young Child Part II
 LAP 450 Human Sexuality

ONE of the following [Social & Personality/Clinical Psychology] 5 QH

LAP 306 Theories of Personality
 LAP 307 Abnormal Psychology
 LAP 320 Psychological Assessment of the Young Child: Part 1
 LAP 321 Psychological Assessment of the Young Child: Part II
 LAP 325 Psychology of Play & Therapeutic Applications
 LAP 340 Effective Interpersonal Relationships
 LAP 342 Interpersonal Helping Skills
 LAP 411 Psychology of Exceptional Children & Adolescents
 LAP 420 Social Psychology

ONE of the following [Cognitive Psychology] 5 QH

LAP 300 Adult Development and Learning Assessment
 LAP 303 Introduction to Psycholinguistics
 LAP 305 Memory & Cognition
 LAP 401 Psychology of Learning
 LAP 402 Experimental Psychology

ONE of the following [Community Psychology] 5 QH

LAP 200 Psychology of Development/Infant& Toddler
 LAP 201 Psychology of Early Childhood
 LAP 202 Psychology of Middle Childhood & Adolescents
 LAP 340 Effective Interpersonal Relationships
 LAP 342 Interpersonal Helping Skills

LAP 348 Cross Cultural Communications
LAP 350 Culture & Self [Psychology of the Self]
LAP 352 Children & Families under Stress
LAP 420 Social Psychology
LAP 425 Mental Health
LAP 443 Managing Interpersonal Communication in Organizations
LAP 450 Human Sexuality

Two electives from any of the above and/or any other psychology course: 10 QH

Ø Psychology concentrators may also secure Social Studies endorsement on their certificates if they complete the middle school requirements.

Teaching Concentration - General Science (Minor)

MINIMUM of 6 courses in addition to 15 QH of general studies science requirements.

* Minimum of 3 courses (15 QH) must be upper level (300/400) taken at NLU

All six courses for a concentration in Science (minor) must have a science department course prefix.

The three upper level courses offered at NLU for the graduation requirement are:

1. LAN 3030/303L Botany
2. LAN 306/306L Microbes - Global Perspective
3. LAN 300/300L Ecology and Conservation

Teaching Concentration - Social Science (Minor)

SOCIOLOGY/ANTHROPOLOGY

MINIMUM of 6 courses in addition to general studies requirements.

* Minimum of 3 courses (15 QH) must be upper level (300/400) taken at NLU

The three upper level courses offered at NLU for the graduation requirement are:

1. LAS 311 Race and Ethnicity
2. LAS 300 Contemporary Cultures and Society
3. LAS 442 Gender and Society or LAS 453 Social Inequality

In order to meet the requirements for this teaching concentration, courses must be taken in each category. Need to meet specific requirements for each category

Choose a minimum of three courses in Anthropology:

LAS 110 Intro to Cultural Anthropology
LAS 240 Human Origins
LAS 300 Contemporary Cultures and Society
LAS 302 Asian History and Culture
LAS 303 Sub-Saharan African Cultures
LAS 304 Middle and South American Cultures
LAS 340 Native Americans
LAS 341 Comparative Ethnographies
LAS 342 Folklore
LAS 420 Social Theory
LAS 440 Anthropological Linguistics
LAS 441 Urban Anthropology
LAS 442 Anthropology of Gender Roles
LAS 449 Cross-Cultural Fieldwork
LAS 490 Social Science Independent Study Anthropology
LAS 495 Social Science Special Topics/ Anthropology

AND choose a minimum of three courses in Sociology)

LAS 105 Introduction to Sociology
LAS 306 Marriage and Family
LAS 311 Race and Ethnicity
LAS 313 The Metropolitan Community
LAS 330 Cultural Influences in the Workplace
LAS 405 Social Problems
LAS 420 Social Theory
LAS 442 Gender and Society
LAS 453 Social Inequality
LAS 490 Social Science Independent Study: Sociology
LAS 495 Social Science Special Topics/Sociology

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"/>	<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

TEACHER CANDIDATE SUPPORT PLAN for the School of Teacher Preparation University Classroom

It is the expectation that all teacher candidates are acting in a professional manner in class. Professional expectations include following the class attendance policy, arriving on time and prepared for class; arriving back to class on time from breaks; completing and submitting assignments on time; showing respect for classmates, teachers, and others; contributing to class discussions; and demonstrating effective communication skills (written and oral).

If there are issues with professional expectations, the instructor will schedule a meeting with the candidate to discuss the concerns. If the concerns persist, a plan for improvement will be put in place. The following steps will be taken:

1. Instructor Intervention

A specific, written Candidate Support Plan will be developed by the instructor and teacher candidate that clarifies the nature of the concern[s] and the agreed upon outcome[s]. The instructor then sends the completed support plan to the program chair and the teacher candidate. Most difficulties can be resolved at this level through open and professional levels of communication.

2. Program Chair Intervention

If the matter remains unresolved, intensifies, or is not able to be resolved at the classroom level, either the instructor or the teacher candidate calls a meeting. At this meeting, instructor, candidate, program chair and academic advisor will discuss the concern[s], and review relevant information, and documentation. The support plan will be revised as needed and sent to all parties (including the TP Director).

3. TP School Director Intervention

In the unlikely event that the problem remains unresolved, the school director will meet with the instructor, teacher candidate, and university ombudsman to determine further action.

TEACHER CANDIDATE SUPPORT PLAN

National College of Education

Date _____

Candidate Name _____ Degree _____ BA _____ MAT _____

NLU ID # _____ Course # _____

Initiated by _____

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"/>
Course Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Chair		<input type="checkbox"/>	<input type="checkbox"/>
School Director			<input type="checkbox"/>