



UNDERGRADUATE COLLEGE EDUCATOR PREPARATION MENTOR TEACHER HANDBOOK

Rev. Oct 2025



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Welcome

Thank you for agreeing to participate in our teacher preparation field experience as a Mentor Teacher (MT). Your support and leadership play a significant role in the development of a well-prepared, effective teacher. The knowledge, strategies, and feedback you will share with your Teacher Candidate (TC) are critical to their development. We appreciate your time and dedication to providing hands-on experiences and helping a TC develop a realistic perception of self in the professional teaching role. At National Louis University, our Undergraduate (UG) Educator Preparation programs incorporate a substantial amount of fieldwork. We believe that educators learn best by doing - so we prioritize their opportunities to be in the field working with students. Your contributions to that effort are immeasurable.

Our Mission and Values

National Louis University Mission Statement

At National Louis University, our mission is to foster an inclusive, innovative community through educational opportunities that inspire and empower all learners as they prepare for and advance in meaningful lives and productive careers. National Louis University offers a career-focused higher education shaped entirely around the needs of the learner, no matter what challenges they may be facing. At National Louis, we believe every individual deserves an education that helps them reach their full potential.

National Louis University Core Values

At National Louis University, we value innovation, access, excellence, and equity. We strive to improve learning outcomes, break down barriers, and customize support; Always save a seat for anyone trying to better themselves; Be committed to education that develops leaders and transforms lives, and provide space where all feel welcome and are supported to succeed.

Undergraduate College Mission

The mission of the Undergraduate College (UGC) is to provide a rigorous, technology-enhanced, affordable college education in a supportive environment that respects diversity in order to help all students meet and surpass their personal, academic, and career goals. In Educator Preparation, we do this through engaging classes, varied field experiences, intensive coaching, and professional identity building. We are a team of committed professionals with rich experiences in the field, and we are excited to share our learning and passion for education.

UGC Educator Preparation Office of Teacher Development

The Undergraduate College Educator Preparation Office of Teacher Development consists of the Associate Director of Teacher Development, the Senior Teacher Development Coach, Teacher Development Coaches and Adjunct Coaches, and the Teacher Development Coordinator. Please consult the [Educator Preparation Department's Resource Website](#) as well as reach out to the Office of Teacher Development at UGTeacherDevelopment@nl.edu with any questions you may have regarding the roles, responsibilities, and expectations of the Teacher Candidate you are hosting.

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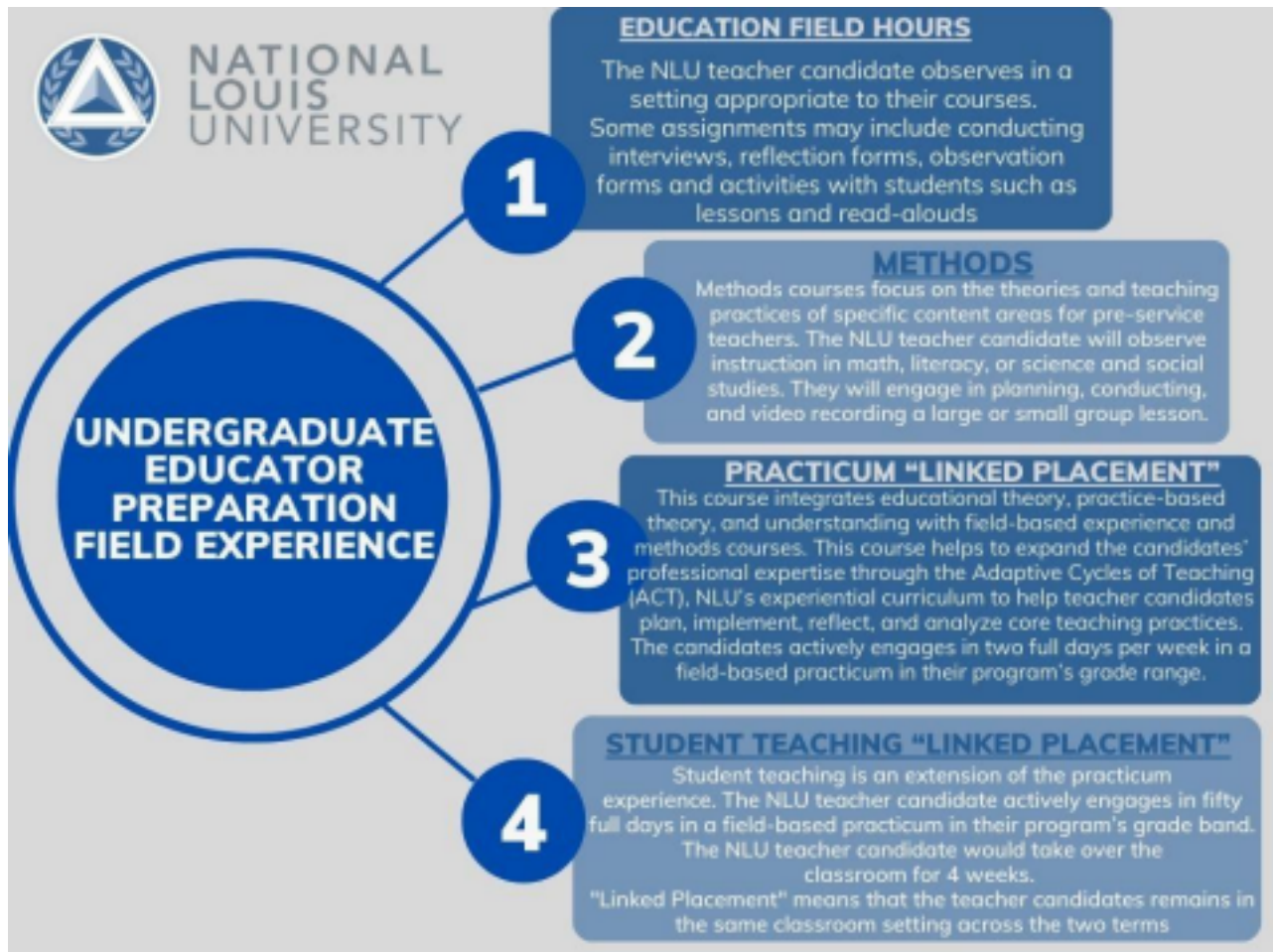
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UGC Educator Preparation Coursework in the Field



Coursework Descriptions with Required Field Work Hours

EDU 299: Child Development 20 Hrs

- Case study of a child (based on observations in the classroom)
- Weekly observations in the field placement site are needed.

ECE 321: Curriculum and Assessment, Infant/Toddler Settings 20 Hrs

- Interview an infant/toddler teacher
- Select an individual child or a group of children (infants or toddlers up to 34 months) for a culminating project
- Conduct observations using three different methods
- Create, implement and assess a lesson plan

ECE 324: Pre-K Integrated Methods 15 Hrs

- Development of an integrated unit, addressing all content areas.
- General observations and reflections on different aspects of classroom teaching in a Pre-K classroom.

ECE 334: Early Literacy /Language Development 25 Hrs

- One Adaptive Cycles of Teaching (ACT) lesson (plan, implement, assess, and reflect):
 - Think-Aloud Lesson Plan
- General observations and reflections on different aspects of early literacy and language development.
- Support literacy instruction in the classroom.

ECE 341: Early Intervention and Screening for Infants and Toddlers 20 Hrs

- Complete an Ages & Stage Questionnaire on a child (permission will need to be secured by the parent).
- General observations and reflections on different aspects of early childhood development, birth to three.

ECE 342: Cultural Responsiveness in Infant/Toddler Settings 20 hrs

- General observations and reflections on different aspects of cultural responsiveness in programs serving children ages birth to three.
- Family/Caregiver interviews, observations and reflections.
- Program and curriculum assessment reflecting on anti-bias curriculum planning and implementation.

ECE 400: Infant/Toddler Mental Health & Trauma-Informed Practice 20 Hrs

- Reflective practice groups with peers and are facilitated by a mental health consultant (or instructor) around becoming a trauma-informed practitioner.
- Observations and interviews with administrators, colleagues, children, and families.

EDU 477: Literacy Teaching Methods 30 Hrs

- One Adaptive Cycles of Teaching (ACT) lesson (plan, implement, assess, and reflect):
 - Instructional Reading Lesson Plan OR
 - Writing Mini-lesson Lesson Plan
- Final: Create a sample Literacy Block using class materials and field observations.
- General observations and reflections on different aspects of early literacy and language development.
- Support literacy instruction in the classroom.

EDU 480: Methods of Teaching Mathematics 30 Hrs

- Interactions with parents/families.
- Collaboration with colleagues in the field.
- Conduct screenings/observations, using data to inform practice.
- Development of a professional development plan that contains work, learning, and documenting areas for professional growth.

EDU 483: Inquiry Based Teaching Methods, Science and Social Studies 30 Hrs

- One Adaptive Cycles of Teaching (ACT) lesson (plan, implement, assess, and reflect):
 - Science or Social Studies Inquiry Lesson Plan
- General observations and reflections on different aspects of science and social studies instruction.
- Support science and/or social studies instruction in the classroom.

ECE 480: Internship in Infant-Toddler Studies 100 Hrs

- Interactions with parents/families.
- Collaboration with colleagues in the field.
- Conduct screenings/observations, using data to inform practice.
- Development of a professional development plan that contains work, learning, and documenting areas for professional growth.

AES 470: Internship in Applied Educational Studies 150 Hrs

- Interviews with administrators, colleagues, and family members.
- General observations and reflections on different aspects of programs providing family/parent support.

EAL 405: Methods and Materials for Teaching English as an Additional Language 20 Hrs

- Identify a school and observe and interview an experienced ESL teacher and analyze the teacher's methodology and philosophy of teaching and learning, and the school's approach to teaching ELL students.
- Choose a children/adolescent book that matches the needs of the ELLs in a classroom, create and implement a SIOP mini-lesson related to the book in a classroom of their choice.
- Create and implement a SIOP lesson plan for English Language Learner (ELL) students. The lesson plan includes activities, strategies, materials, and resources to differentiate instruction for ELL students with diverse needs and backgrounds.

EAL 406: Methods and Materials for Teaching Bilingual Education 20 Hrs

- Identify the school-community where you will be completing your field hours and choose one ELL student to observe to help you indicate the “Funds of Knowledge” you may tap into and how you will tap into these funds of knowledge to implement biliteracy in the classroom.
- Indicate which Program Model is currently being implemented in the school and the classroom where you are completing your field hours.
- Use knowledge and skills obtained through reading assignments and class activities to create and analyze services provided for an English Language Learner in the school of your choice. The case study should include key elements of a bilingual program and teaching instructions related to bilingual acquisition and biliteracy theories, reading comprehension, Writing, Fluency, etc.

EAL 410: Assessing Students Learning English as an Additional Language 20 Hrs

- Reflect on Primary Assessments for ELLs and their associated types of measures by interviewing an ESL or Bilingual Teacher or administrator, as well as observe in a classroom with ELLs
- Explore formative content-based assessment for ELLs. Conduct an observation of one ELL student language usage as part of formative assessment practices while collecting evidence for at least one (or more) of the four language domains: Listening, Speaking, Writing, Reading.
- Create and implement a lesson plan based on the needs of a small group of ELL students (3-4 students)

EAL 412: Linguistic Considerations for Learning to Read in a New Language 20 Hrs

- Scavenger Hunt: Literacy Through the Eyes of an English Language Learner.
- Work with a bilingual student to complete a Fluency and Comprehension Assessment. (Spanish or English)
- Create a lesson & implement it that is based on a principled approach to language and literacy and to second language learning and teaching.

EAL 431: Cross-Cultural Studies for Working with English Language Learners 20 Hrs

- Execute an investigation of the community where the site is located (*please be in contact with your MT about these hours even though they are not completed in the physical classroom*).
- Deepen teacher candidates' understanding of the diversity and culture of the ELLs students, TC's will investigate the school and compare it to the community demographics.
- Observe a classroom with ELLs and compare it to the community, school, and students' demographics.

SPE 401: Introduction to Special Education and Methods of Teaching Students with Disabilities 15 Hrs

- One Adaptive Cycles of Teaching (ACT) lesson (plan, implement, assess, and reflect):
 - Teaching the Canon in the 21st Century
- General observations and reflections on different aspects of Middle and Secondary grades literacy.
- Support literacy instruction in the classroom.

SPE 455: Instructional Strategies and Supports for Students with Disabilities 10 Hrs

- Conduct a classroom observation focused on instructional strategies used with students with disabilities
- Implement and reflect on an explicit instruction strategy (e.g., modeling, guided practice, or task analysis)
- Interview a teacher about strategies used to differentiate instruction and support diverse learners

SPE 437: Methods for Teaching Students with High Incidence Disabilities 10 Hrs**SPE 438: Methods for Teaching Students with Low Incidence Disabilities 10 Hrs****SPE 439: Assessment Practices in Special Education 10 Hrs**

Field-based coursework is self-selected through a menu-based option. The student completes three (x3) field-based tasks per course for a total of nine (x9) tasks accomplished upon completion of the Learning Behavior Specialist 1 (LBS1) endorsement. The menu-based option gives the student the freedom to select the field-based task that will best connect to the placement and setting.

Examples include:

- UDL Lesson Planning
- Observations
- Conducting Interviews
- Creating Assessments

SPE 440: Equity, Advocacy, and Collaboration in Special Education 10 Hrs

- Interview a Family: This should be a family member who has a child with an IEP, then develop a support plan.
- Observation: Attend a planning meeting, observe co-teaching, or any other instance that shows how adults collaborate in education.
- Observation: Attend an IEP Meeting and reflect on the meeting based on the point of view.

SPE 460: Assessment Practices in Special Education 10 Hrs

- Administer and score a curriculum-based measure (CBM) with a student or analyze practice data from a simulated case study
- Conduct an interview with a special education teacher regarding progress monitoring tools and data collection
- Observe a special education assessment-related process (e.g., IEP or eligibility meeting), and reflect on ethical, cultural, and linguistic considerations

SPE 465: Classroom Behavioral Supports 10 Hrs

- Observe and track student or classroom behavior using a data collection form (e.g., ABC or frequency chart)
- Complete a classroom environment checklist and reflection to assess routines, expectations, and positive behavior supports
- Create a brief classroom newsletter to share behavior strategies, routines, and reinforcement systems with families and staff

The Practicum/Student Teaching Experience



The Practicum/Student Teaching Experience is the time a Teacher Candidate spends in a classroom, working with either the general education population, special education population, and/or ESL/bilingual population (depending upon the needs of the coursework). These experiences are practice-based, ensuring that the candidate learns by doing, under the guidance of a Mentor Teacher (MT), University Teacher Development Coach (TDC), and faculty member. Working with their team, students build knowledge and improve their teaching skills while working on high-leverage practices that impact student learning and their confidence and performance as beginning teachers.

Teacher Candidates will complete assignments for their course instructor and Teacher Development Coach throughout the Practicum/Student Teaching Experience. They will be able to share them with their Mentor Teacher. They will also complete items for their class, like reflective journals (about their lesson preparation, interactions with students/families, and plans for the future), create lesson plans, and record themselves while teaching lessons to gain valuable feedback from their TDC. MTs provide the daily observations, feedback, and reflection TCs need to perfect their teaching craft.

The Practicum/Student Teaching Experience consists of 20 weeks in a “linked placement” site, allowing Teacher Candidates ample opportunities to observe and engage in hands-on instruction. Linked placement refers to the connection between the two 10-week sections/terms that make up the field experience. During the first 10 weeks, Teacher Candidates (TC) spend 2 days per week actively participating in the field, combined with NLU coursework.

During the second 10 weeks, TCs spend 5 days per week in their placement classrooms. A full day varies from placement to placement depending on schedules. TCs should follow their Mentor Teacher's schedule. Please note that two half days do not equal a full day.

Teacher Candidates are encouraged to attend all after-school activities, such as extra-curricular activities, family nights, and PLC meetings. These activities and meetings are a normal part of any teacher's day and are considered an important part of the Practicum/Student Teaching Experience.

Our Coaching Model

The NLU Undergraduate Educator Preparation Program utilizes a digital model of Teacher Development Coaching. This virtual coaching model provides a powerful platform for providing feedback and developing the cognitive processes necessary for TCs to become highly effective teachers. The TC will meet virtually with their assigned Teacher Development Coach on a regular basis as needed. At that time the Teacher Development Coach will review video submissions of the TC's experience in the classroom, reflect on and discuss lesson plans and execution of lessons, and help TCs turn reflections into actions for the future. Our coaching model is individualized to the needs of the TC and follows the Cognitive Coaching principles developed by Arthur LaCosta and Robert Garmston.

What are the benefits of Digital Teacher Development Coaching?

- Less invasive and intrusive for students & Mentor Teachers as the Teacher Development Coach is not in-person in the classroom.
- More authentic student/teacher interactions captured from video.
- Ability for Teacher Candidates to capture, review and reflect on their own teaching practice.
- Ability for Teacher Development Coaches to give feedback about an individual's teaching practice in real-time.

Teacher Development Coach Responsibilities

The TC will work with a Teacher Development Coach (TDC) during the Practicum/Student Teaching Experience. The Teacher Development Coach is a direct link between the TC, the school, and the university. The TDC has three major responsibilities:

1. Encourage and facilitate the professional growth of the TC:
 - a. Help the TC integrate theory and practice and develop self-evaluation skills to become a critically reflective practitioner.
 - b. Observe and conference with the TC and MT (minimally, four times during the Practicum/Student Teaching Experience) in order to assist in the analysis of the teaching/learning process.
 - c. Provide TC support in their teaching and growth in high-leverage practices.
 - d. Set up a minimum of 3 virtual check-in meetings to provide feedback on the TC's teaching and learning.
2. Evaluate the TC's performance:
 - a. The TDC has an important role in the assessment of the TC, as they are expected to evaluate the TC holistically in consultation with the TC, the MT, and others when necessary. These frequent assessments are done in order to determine the level of competence, not just in lesson development but in overall classroom management and dispositional development. B.
 - b. The TDC will observe video submissions and provide feedback.
3. Serve as a liaison between the TC's classroom/school and the Undergraduate (UG) Educator Preparation Department:
 - a. The TDC sets up at least 3 meetings with the TCs team (TDC, MT and TC). During these meetings the team discusses goals, shares feedback, and plans for next steps.
 - b. The TDC interprets the Student Teaching program and policies in order to serve as a resource person for all school personnel, representing the UG Educator Preparation Department professionally and responsibly.
 - c. The TDC collaborates with the Seminar Leader to support the success of the TC, communicating regularly to appraise the Seminar Leader on the TCs progress in the field.
 - d. The TDC is available to the TC and the MT at any time during the Practicum/Student Teacher Experience to best support the TC, answer questions, and discuss any situations that arise.

High Leverage Practices

High Leverage Practices (HLP) are a research-based set of fundamental teaching strategies identified by the University of Michigan. These 19 HLPs encompass high-leverage teaching practices across content areas and contexts. They are the markers National Louis University uses to teach, monitor, and assess Teacher Candidates in their journey toward becoming teachers. Mastery of these practices prepares novice teachers to engage in the work of teaching with integrity. The first nine practices are the HLPs that can be seen during instruction on a video. The remaining ten could be visible in the Mentor Teacher's daily interaction with the Teacher Candidate. The high leverage practices are:

- 1. Explaining core content.**
- 2. Posing questions about content.**
- 3. Choosing and using representations, examples, and models of content.**
- 4. Leading whole class discussions of content.**
- 5. Working with individual students to elicit, probe, and develop thinking about content.**
- 6. Setting up and managing small group work.**
- 7. Engaging students in rehearsing an organizational or managerial routine.**
- 8. Establishing norms and routines for classroom discourse and work that are central to the content.**
- 9. Recognizing and identifying common patterns of student thinking in a content domain.**
- 10. Composing, selecting, and adapting quizzes, tests, and other methods of assessing student learning of a chunk of instruction.**
11. Selecting and using specific methods to assess student's learning on an ongoing basis within and between lessons.
12. Identifying and implementing an instructional strategy or intervention in response to common patterns of student thinking.
13. Choosing, appraising, and modifying tasks, texts, and materials for a specific learning goal.
14. Enacting a task to support a specific learning goal.
15. Designing a sequence of lessons on a core topic.
16. Enacting a sequence of lessons on a core topic.
17. Conducting a meeting about a student with a parent or guardian.
18. Writing correct, comprehensible, and professional messages to colleagues, parents, and others.
19. Analyzing and improving specific elements of one's own teaching.

GoReact Video Submissions

GoReact is a video assessment software designed to empower interactive skill-based learning through video and feedback. Teacher Candidates are expected to upload a minimum of four videos during their Practicum/Student Teaching Experience. These videos are uploaded to the GoReact application for review by the Teacher Development Coach. The first nine HLPs are used as markers or touchpoints to guide the discussions. The TDC can attach feedback to each marker, allowing the TC to review and reflect on the feedback prior to meeting with their TDC. Teacher Development Coaches will meet with the TC to discuss and reflect on the videos. The GoReact platform is one of the tools that allows the teaching model at National Louis University to be effective. Teacher Candidates can provide hands-on, real-life examples of their teaching, and Teacher Development Coaches can provide actionable, reflective feedback.

The First 10 Weeks - Practicum

The first 10 weeks of the Practicum/Student Teaching Experience provide an opportunity to support a TC's field-based learning. Candidates actively engage in two full days per week in a field-based setting linked to their Student Teaching placement. Candidates continue to participate in coursework as well, to deepen and expand their teaching expertise in classroom settings.

The amount and types of activities the Teacher Candidate participates in during this period depend on the TC's skills and knowledge of teaching. Mentor Teachers are encouraged to discuss a TC's readiness and ability to move forward as they gradually increase classroom instruction and responsibilities. The goal is growth over time; therefore, the focus of the MT is to continue to assist the TC as they work on accentuating their strengths and identifying opportunities for growth. The progression should include allowing the TC to familiarize themselves with the classroom routines, schedule, and daily procedures; conducting small group instruction; leading transitions; teaching various subjects, and conducting other independent teaching responsibilities.

During the first 10 weeks, the TC is expected to submit two teaching videos with accompanying lesson plans (week three and week six). Teacher Candidates will receive feedback from their Teacher Development Coaches directly in the GoReact platform (a virtual platform used specifically for coaching novice teachers). Mentor Teachers submit a feedback form midway through (week five) and a field assessment and dispositions rubric near the end (week nine).

The Second 10 Weeks - Student Teaching

During the second 10 weeks of the Practicum/Student Teaching Experience, TCs remain in the same classroom as during the first 10 weeks (linked placement). The TC will spend five full days in the classroom. Successful completion of Student Teaching is based on a wide variety of competencies. Teacher Candidates are required to demonstrate satisfactory professional dispositions and assume full responsibility for a classroom over a four week period of time.

Mentor Teachers are expected to work with the TC to build and improve their skills. The Student Teaching experience should gradually include all aspects of teaching as the TC builds more confidence and takes on more responsibility in the classroom. The focus is on preparing the TC to take full responsibility for class instruction from the start to the end of the school day by week five, allowing for at least four weeks of full takeover.

Teacher Candidates are also responsible for submitting two additional videos with accompanying lesson plans during the second 10 weeks (weeks 13 and 16). TC will receive feedback from their Teacher Development Coach directly in the GoReact platform. Again, Mentor Teachers are required to submit a feedback form midway through (week 15) and a field assessment near the end (week 19).

Mentor Responsibilities

The Mentor Teacher plays an important role in the preparation of a Teacher Candidate. A major role of the MT is to provide experiences that help in the development of a realistic perception of self in the professional role of teaching and appropriate relationships with others within the school organization. Specific expectations for the MT include

Program Requirements:

- Complete the *Mentor Introduction Form* to communicate and understand your personal communication style and preferences.
- Attend early, mid, and end team meetings with TC, TDC, and MT which are held virtually.
- Confer with the TC daily to answer questions and provide feedback
- Meet weekly for short and long term planning and provide additional feedback
- Approve TC timesheets weekly.
- Submit required feedback forms.
- Submit the dispositions rubric at the end of practicum and the end of Student Teaching.
- Submit field assessment at the end of practicum and at the end of Student Teaching.

Supporting the TC:

- Inform the TC about expectations of arrival and departure times.
- Provides feedback to the TC in terms of lesson planning prior to teaching the lesson
- Set expectations for submission of lesson plans or ideas for lessons being taught during student teaching
- Provide guidance in terms of classroom culture and management.
- Provide feedback on TC's classroom instruction and other classroom-based tasks on a daily basis and during weekly check-in meetings.
- Observe delivery of instruction on a daily basis, providing feedback (written when possible) to the TC on instruction.
- 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, and why they were not effective.
- Demonstrate effective teaching and assist the TC in analyzing their impact on student learning.
- Encourage the TC to develop a personal teaching style and to discuss self-evaluations and reflections.
- MT must secure a licensed substitute teacher during any absences. Teacher Candidates can not be in a classroom without a licensed professional.

Observation

One of the most significant parts of the Mentor Teacher's role is to observe the TC in action. The Mentor Teacher should be continually aware of the TCs' activities in the classroom and be available to direct or modify them if necessary. If the MT observes any behaviors that are of particular concern, especially when it comes to the National Louis University dispositions or High Leverage Practices (HLP), they should contact the Teacher Development Coach as soon as possible. A disposition status report may be needed to further facilitate coaching sessions and discussions with the TC.

Some of the areas for observations are as follows:

- Classroom management
- Developing productive relationships with students
- Instructional practices
- The use of available technology
- Formative and summative evaluation and assessment procedures
- Teaching whole group, small group, and one-on-one activities
- Other activities that are part of the teaching process

Lesson Plans and Long-Range Planning

National Louis University has an expectation that every lesson taught in a classroom be accompanied by a well thought out lesson plan. As the Mentor Teacher, you can provide students valuable feedback to ensure that their lessons are well thought out, aligned with standards and district learning targets, and incorporate research-based instructional strategies. The TC should follow the lesson plan format and requirements for your site. NLU has general expectations for the contents of the lesson plan; however, the format should follow site requirements.

Evaluation of Teacher Candidate

The evaluation of a TC is an ongoing process that includes informal as well as formal processes. Informal discussions and evaluations should happen on a daily/weekly basis to inform the TC of the expectations and criteria for effectiveness. We suggest using a cognitive approach to providing feedback. A cognitive approach blends honest critique with reflection and

insight building. The goal of informal assessment and mentoring sessions should be to produce self-directed, cognitive skills that propel the TC toward teaching excellence. We want to keep in mind some of the significant states of mind that effective teachers have: efficacy and self-empowerment, flexibility to create and change, consciousness and reflection, and yearning to perfect craftsmanship and relationships with others. (Costa & Garmston, 2016)

If at any time challenges or concerns about the TC's performance in the field arise, please feel free to contact the TC's Teacher Development Coach or the Director of the Educator Preparation Department/Field Experience for assistance.

Formal assessments will occur throughout the field experience, beginning with the feedback form, which is completed midway through the first 10 weeks and midway through the second 10 weeks. Field assessments are also completed at the end of the first 10 weeks and the end of the second 10 weeks. A Dispositions Rubric is also completed at the end of the field experience (20 weeks). All of the forms and assessments are found and submitted in the Sonia management software program.

Meetings

The Teacher Development Coach will be coordinating three virtual meetings with the TDC, the TC, and you, the mentor. These meetings will ensure that all members of the team are in harmony and compliance with NLU's expectations as well as working towards the same goals. The first meeting is held at the beginning of the practicum, preferably during the first or second week. This meeting will provide us the opportunity to share communication styles, develop norms and expectations, provide an overview of the Practicum/Student Teaching Experience, and develop a working relationship. The second meeting is normally conducted around the midpoint, preferably during week eleven (as practicum is ending and Student Teaching is beginning). This meeting serves as a check-in and progress review. During this mid-session meeting, we can discuss any rising issues or concerns, answer questions, and revise and make new goals. The final meeting is usually held during the last couple of weeks of Student Teaching. This meeting wraps up the Practicum/Student Teaching Experience. During this meeting, the team shares final observations and feedback, discusses reflections about the entire experience and identifies areas of strength and opportunities for growth. Additional meetings can be scheduled as needed.

Attendance and Time-Cards

Teacher Candidates enter their daily hours on a digital timecard found in the online Sonia portal. Mentor Teachers are required to approve TC hours on a weekly basis. The timecard can be found and submitted in the online Sonia application. The timecards are essential for compliance with NLU standards, the Illinois State Board of Education, licensure, and student accountability. To approve a timecard, the MT should follow these steps:

1. Sign in to Sonia
2. Select Office of Field Experience
3. Select your site location
4. Add your username and password
5. Select Student and click on timesheet
6. Click on the time and click approve

Mentor Teachers will receive direct support and training on Sonia within the first two weeks of the Practicum/Student Teaching Experience. For a more detailed view of how to approve hours on a timesheet in Sonia, consult the [Educator Preparation Resource Website](#).

Sonia

Sonia is the online platform that serves as NLU's comprehensive field experience portal. Sonia allows NLU to house all information related to the Teacher Candidate's placement in one place that is accessible to all roles involved in the placement. Both Teacher Candidates and Mentor Teachers will be able to find helpful documents that explain Student Teaching expectations, our program model, and additional instructional resources on their Sonia page.

Mentor Teachers can access Sonia online (sonia.nl.edu) using their work email address and password. You will receive information regarding your login and password from the Office of Field Experience within the first two weeks of the Practicum/Student Teaching Experience.

Dispositions

National Louis University is committed to ensuring that our Teacher Candidates have certain intangible and important attributes. In addition to mastering the technical, organizational, and teaching skills necessary for effective teaching, TCs must also demonstrate the following dispositions:

- Dependability: the ability to be relied upon in the professional setting.
- Communication: the ability to ensure that the intended message is successfully delivered, received, and understood.
- Resourcefulness: the ability and creativity to cope with unexpected challenges.
- Cooperation: working together to achieve results.
- Perspective Taking: the ability to perceive situations from an alternative point of view.
- Responsibility: defined as doing the things you are supposed to do and accepting the results of your actions.
- Interaction with Others: promoting NLU in a positive manner.
- Social Equity Mindset: showing growth over time and experience by understanding the unfairness or injustice in the way people are treated in society.
- Ability Mindset: showing growth over time and experience by understanding diverse learning.

These disposition requirements are monitored and assessed throughout their Teacher Preparation program at NLU. They will also be assessed throughout the Student Teaching process. At the end of the 20-week field experience, we ask Mentor Teachers to complete a dispositions rubric for their Teacher Candidate.

Program Alignment

The HLPs and Teaching Dispositions have been carefully aligned to the Danielson Framework, the National Association for the Education of Young Children (NAEYC), Professional Standards and Competencies for Early Childhood Educators, the InTasc Standards, and the Culturally Responsive Teaching and Leading (CRTL) standards. This alignment is important to ensure that TCs are prepared for the expectations and frameworks for effective teaching.

Mentor Teacher Voucher and PD Process

Mentors of students completing fieldwork courses are considered an indispensable component of our program. Mentors of students completing foundational Field Hours or Methods courses earn 6 PD hours per term and per course. Mentor Teachers who host a Teacher Candidate for the Practicum experience will receive 12 PD credits, while Mentor Teachers of Student Teachers will receive 30 PD credits and three free graduate hours of NLU course credit. (Some exclusions apply.) Please consult the [Educator Preparation Resource Website](#) for more detailed information.



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