



Preparing people to lead extraordinary lives

LOYOLA UNIVERSITY CHICAGO STUDENT TEACHING HANDBOOK

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
Water Tower Campus
820 North Michigan Ave.
Chicago, IL 60611

**TEACHER PREPARATION PROGRAMS
SCHOOL OF EDUCATION
Loyola University Chicago**

Program Directors:

Dorothy Giroux, PhD
dgiroux@luc.edu
312/915-7027
773/508-8338

Ann Marie Ryan, PhD
aryan3@luc.edu
312/915-6232

Director of Clinical Services:

Lisa Vogt, MA
lvogt@luc.edu
312/915-7402

The office of Student Academic Services assists undergraduate and graduate students in teacher preparation by providing the following services:

- Academic Advising
- Program Information
- Teacher Certification
- Add/Drops
- Graduation

Dr. Janet Pierce-Ritter,
Associate Dean for Student Academic Services
WTC: Room 1126- jpierce@luc.edu

Robbie Jones
Academic Advisor for Student Academic Services
WTC: Room 1157- rjones7@luc.edu



Preparing people to lead extraordinary lives

**School of Education
Loyola University Chicago**

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Who are we as a School of Education?

Collectively we are students, faculty, and staff. Our lives are **diverse** and complex, but we share our Loyola experience together. This is a special time and place for each of us to participate in the community that is Loyola's School of Education. Our Loyola **community** focuses its energies on building teachers and other professionals who will go on to build socially just careers. Many of the more advanced students and the faculty are engaged in the generation of theory to better understand the role of education in a just society.

*It is a denial of justice not to stretch
out a helping hand to the fallen; that
is the common right of humanity.
Seneca*

Our **students** are both participants in our Loyola **community** and products of that community. We believe that students choose to join because of the values that distinguish us from other universities' programs. Our value base arises from Jesuit

heritage. The first characteristic of Jesuit teaching is the sense of being "**persons for others,**" a profound caring for every person and compassion that guides one's acts. We seek to prepare students whose careers will be guided by such caring, who have reflected on their actions with being "persons for others" in mind, and who consider what is just as they make life choices. The expression of **caring** for others cannot be only for our friends and families, but must truly be for all of humankind and most especially for those who are poor or suffering. A valuing of human **diversity** and a profound **respect** for the beliefs of others underlie a life lived for others.

We believe a fundamental element of being just includes bringing not just **competence**, but **excellence**, to one's work. In order to care for others and to live for others, one must continuously strive to be as good at one's work as one can possibly be. Thus, we expect our students to aim for excellence and for lifelong **intellectual growth**. Students should expect excellence in the instruction they receive in our community and should model excellence in the teaching or treatment of the persons they serve. The just society we strive to achieve offers each child and their family the finest possible teaching or service.

These complimentary ideas link to form the School of Education’s conceptual framework:

Professionalism in Service of Social Justice. This framework, in turn, links each of the programs of the School of Education together in fundamental ways. However varied these programs may be, the conceptual framework holds all of them together and moves them forward with a shared purpose. Students in any of our School of Education programs should experience that shared purpose in four particular dimensions:

*Make service your first priority,
not success, and success will
follow.*

Service: Our programs emphasize service to others. We expect students to reflect on this notion throughout their academic careers. It is not enough to assume that teaching or counseling is a service to others. Indeed, if poorly done or done with the wrong motivations, neither may be a service to others at all. A commitment to service implies a lifetime commitment of reflection on each possible decision: how does my action serve others?

*Only those who have the patience to
do simple things perfectly ever
acquire the skill to do difficult things
easily.*
Author Unknown

Skills: Professionalism implies pride in the quality of one’s work. Professionalism implies practice in the use of relevant skills to the point of obtaining a level of expertise. Professionalism implies having varied skills and being able to choose what skills to use based on students’ or clients’ needs. In that sense, a professional can never have “enough” skills and strives to be a lifelong learner. It is clear that the skills of any profession must include competence with rapidly changing technologies as well as the competencies of the profession.

*Those that know, do. Those that
understand, teach.*
Aristotle

Knowledge: Just as professionals must have skills, they must also have knowledge. They must be able to benefit from all of the research and practice that has gone before them and use that knowledge to make reasoned decisions about their actions. One’s depth of knowledge must far exceed the minimum for competent functioning. For example, a teacher must know his or her subjects in such great depth as to be able to answer a range of student questions. A counselor must know which treatment approaches are likely to be successful for clients with diverse needs. Scholars and researchers must use their expertise in the service of others.

*The probability that we may fail in
the struggle ought not to deter us
from the support of a cause we
believe to be just.*
Abraham

Ethics: No amount of knowledge or skills alone can make one into a professional who is a “person for others.” Both knowledge and skill must be tempered with a capacity to make reasoned decisions about what is just. Development of a professional ethical sense is essential to Loyola’s learning community. We expect all members of our community to be lifelong learners about the complex issues of what is right.

Here are some articles and books you may wish to read to gain a better understanding of Loyola's conceptual framework:

Berliner, D.C. (1999). Developing a commitment to social justice in teacher education. In R.J. Stevens, *Teaching in American Schools*. Upper Saddle River, NJ: Merrill, 41-55. This article discusses the relevance of social justice in the preparation of teachers.

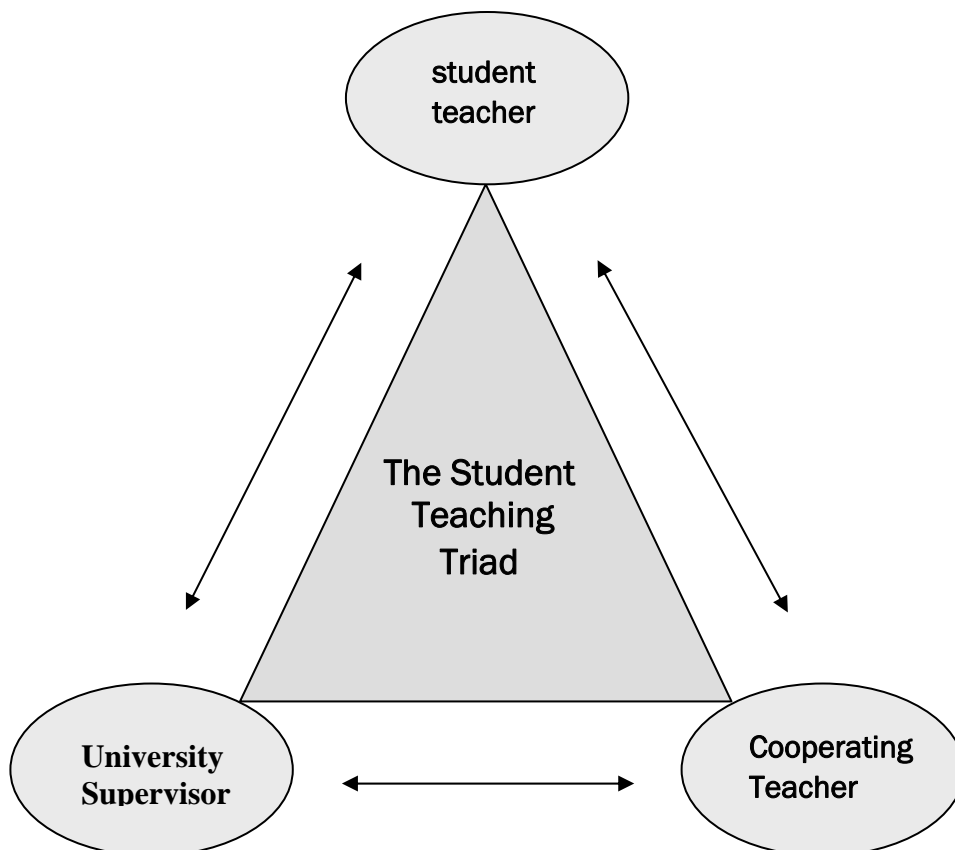
Kolvenbach, P.H. (2000). The Service of Faith and the Promotion of Justice in America Jesuit Higher Education. In Proceeding of the Bannan Institute National Justice Conference. Accessed on August 13, 2001 at: http://www.scu.edu/news/releases/1000/kolvenbach_speech.html). This article explains how the Jesuit universities came to develop a focus on social justice.

Kozol, J. (1991). *Savage Inequalities*. New York: Harper. This book explains the particular issues within the field of education that create a sense of urgency toward social justice in the field of education.

PURPOSE OF STUDENT TEACHING

Student teaching is the culminating experience of the Loyola University education program. The capstone of the pre-service teacher's preparation is guided practice in the actual activity of teaching. Student teaching gives the prospective teacher the opportunity to join the worlds of theory and practice and to develop an individual teaching style. Those engaged in student teaching are closely monitored by a cooperating teacher at the school site and supervised by a University supervisor. College of Education faculty also monitor the student's progress as they implement the Impact on Student Learning project.

Knowing that open and clear communication is imperative to the student teacher's success, Loyola University has developed a Student Teaching Triad Model. The student teacher, university supervisor and cooperating teacher are the integral members of this triad. The university supervisor and cooperating teacher, collectively, bring to the student teacher years of experience. Using this experience, these two triad members have a professional responsibility to aid in developing the professional identity of the student teacher. This is only possible through continual formal and informal dialogue, both written and verbal, by **all** members of the triad. The student teacher has a responsibility to listen carefully to the feedback given and to be reflective about their own practice with the goal of improved instruction and professional development.



OBJECTIVES OF STUDENT TEACHING

The Loyola University program is designed to help student teachers perform in a competent and professional manner and to demonstrate specific knowledge, skills, and dispositions. The student teacher will:

- Derive a philosophy of education appropriate for learning in a democratic society;
- Create a classroom environment conducive to learning;
- Adjust the teaching-learning process to the students' needs, abilities and backgrounds;
- Plan lessons with measurable objectives and accompanying procedures for meeting the needs of large groups, small groups and individuals;
- Demonstrate a thorough command of the subject matter taught;
- Use both informal and formal evaluation techniques to measure pupil growth in relationship to stated objectives;
- Adjust instructional goals and procedures in response to formative assessment;
- Develop acceptable classroom management skills and maintain a constructive climate for learning;
- Establish effective relationships with pupils, staff, parents, and citizens of the community;
- Identify strengths and weaknesses in facilitating the teaching-learning process;
- Perform all duties required of professional teachers in the school district of placement.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

To the student teacher:

- Become acquainted with the student teacher s/he is supervising.
- Observe and visit the student teacher a minimum of five times. The first visit is introductory in nature. The remaining four visits involve observation of a planned lesson/providing feedback and suggestions for improvement to the student teacher
- Supervise the student teacher for at least one entire instructional lesson per formal observation – date and time to be prearranged with the student teacher
- Provide the student teacher with concrete pedagogical recommendations through post-observation conferences and written evaluations for each observation
- Formatively evaluate the student teacher
- If necessary, provide a remediation plan and feedback on the student's progress as they implement the plan
- Summatively evaluate the student teacher through a mid-term evaluation and a final evaluation
- Determine a final grade for student teaching after factoring in feedback from the cooperating teacher
- Conduct seminars that will reflect on students' experiences in the student teaching placement, help to broaden students' knowledge base, and enhance their growth as future teachers by placing an emphasis on the conceptual framework "Professionalism in Service of Social Justice"

To the Cooperating Teacher:

- During the initial visit to the school, inform the cooperating teacher about the University requirements for the student teaching experience, provide relevant paperwork, and contact information
- Communicate frequently with the cooperating teacher to support and enhance the experience of the student teacher
- Collaborate to develop a remediation plan if the student is experiencing difficulty
- Collaborate with the cooperating teacher to formatively and summatively evaluate the student teacher using a mid-term and final evaluation

To the Student Teaching Program:

- Meet the principal and the cooperating teacher in order to become knowledgeable about the school program prior to the first student teacher observation
- Maintain student teaching records and transmit them and the final grade to the Coordinator of Clinical Services
- Immediately communicate with the Director of Student Teaching any complications or problems involving a student teacher
- Electronically submit final grades for student teaching using the LOCUS management system
- Electronically submit to live text the results of the final student teaching evaluation
- Communicate regularly with the Coordinator of Clinical Services and assist in the evaluation and revision of the student teaching program.

RESPONSIBILITIES OF THE COOPERATING TEACHER

To the student teacher:

- Give the student teacher an opportunity to become familiar with the classroom, the facilities, the staff, and the policies of the school which includes but is not limited to:

Tour of building, introduction to principal, parking procedures, meal options, library resources, print resources, technology resources, instructional materials availability, parent handbook, handbook of district-wide policies, student tardy and attendance policy, school grading procedures, and school calendar

- Model and provide a number of strategies for effective instruction and classroom management
- Provide for the smooth transition of the student teacher to full-time teaching later in the student teaching experience by encouraging the student to engage in:

One-to-one tutoring, small group instruction, short classroom discussions, team teaching with the cooperating teacher, supervising the work of pupils during independent study time, assisting in the organization and preparation of instructional materials, developing bulletin boards and instructional displays, making use of technology, correcting and grading student work, recording grades, becoming involved in administrative tasks, and interacting with other faculty members, support staff, and the families of their students .

- Observe the student teacher frequently, arranging to see all subjects/periods for which the student teacher is responsible, offering both verbal and written feedback after each observation
- Encourage the student teacher to try their own ideas – not to be a “carbon copy” of the cooperating teacher
- Communicate daily with the student teacher, providing feedback on lesson plans, teaching, and classroom management
- Schedule weekly, more formal, conferences with the Student teacher, assuring on-going communication regarding the student’s strengths and weaknesses
- Enhance the developing professionalism of the student teacher by including them in non-teaching functions such as staffings, parent conferences, in-service activities, etc.
- Schedule feedback conferences as soon as possible after an observation is completed. The conference should include the free flow of ideas and fosters an objective analysis of the development and improvement of the Student Teaching competencies
- Complete two formal evaluations, one at mid-term and the other at the conclusion of student teaching. Provide the results to the university supervisor, attempt to reach a consensus regarding the feedback that will be presented to the student teacher, and help to present the feedback to the student teacher

To the University Supervisors:

- Communicate frequently with the university supervisor to support and evaluate the student teacher’s performance
- Immediately communicate any concerns or problems about the student teacher to the university supervisor

STUDENT TEACHING PACING GUIDE

ELEMENTARY:	Week 1:	Observe cooperating teacher to get a sense of class dynamics, teaching methodologies and classroom management plan being used; establish rapport with students, become familiar with curriculum, discuss the needs of diverse learners.
	Week 2:	Take responsibility for planning and teaching 1 subject
	Week 3-4:	Take responsibility for planning and teaching 2 subjects
	Week 5-6:	Take responsibility for planning and teaching 3 subjects
	Week 7-8:	Take responsibility for planning and teaching 4 subjects
	Week 9-15:	Gradually assume responsibility for teaching the entire day

At the elementary level, the student teacher is expected to work in all content areas and with all ability levels during the course of the 15-week experience.

SECONDARY:	Week 1:	Observe cooperating teacher to get a sense class interaction, methodology, management. etc.
	Week 2-3:	Take responsibility for 1 class prep and teaching 1 class
	Week 4-5:	Take responsibility for 2 class preps and teaching 2 classes
	Week 7-8:	Take responsibility for three class preps and teaching 3 classes
	Week 9-15:	3 class preps and teaching entire day

At the secondary level, the student teacher is expected to work with a minimum of 2 class preps and a maximum of 3 class preps during the course of the 15- week period. Secondary student teachers should teach a minimum of five class periods each day by week 9.

The above schedule is to be determined in collaboration with the cooperating teacher. This schedule is only a guideline and may be changed if necessary. The university supervisor is also available for consultation. The cooperating teacher is expected to remain in the classroom during weeks 1-12 and use professional judgment for weeks 13-15.

RESPONSIBILITIES OF THE STUDENT TEACHER

Pre-requisites:

- ✓ **Criminal Background Check for Certification** Loyola University Chicago (LUC) requires that prior to their initial field or practicum/internship experience in the schools, all candidates for Illinois certification submit to a state criminal background fingerprint check by the Illinois State Police. This is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for certified and non-certified positions. Recently the Chicago Public Schools began requiring the federal/FBI criminal background check in addition to the state check. A candidate whose background check results in a status of "no record" may be placed in the schools. Loyola University Chicago will not accept criminal background check reports from sources other than Arts Investigation.
- ✓ **Current TB test** Students must obtain a TB test that is current enough that it does not expire during the term of the student teaching placement. TB tests are valid for one year.
- ✓ **Additional paperwork** Districts and individual school periodically revise their requirements for paperwork required of student teachers. It is the responsibility of the individual student teacher to confirm with their placement school or district all required paperwork.
- ✓ **Passed Basic Skills Exam**
- ✓ **Passed Content Exam(s)**
- ✓ **Pass Test of Oral Proficiency or Test of Language Proficiency**
- ✓ **Completed required coursework /clinical hours**

Professionalism and Ethics: Students are expected to maintain a professional attitude in regard to all activities undertaken during the field experience including appropriate dress, speech, and personal habits. Particular care should be taken with the rights of privacy of children and parents. When a student is unsure of the procedure to be followed in a given situation, the student should consult first with the cooperating teacher. If the cooperating teacher is unavailable, the student should consult with appropriate administrative personnel. Except in the case of life-threatening emergency, a student should not contact an outside agency (police, social service, etc) without the prior permission from school authorities.

University Assignments: Students must complete all assignments on time in order to complete the practicum sequence. Since most assignments require the student's presence in a classroom, incomplete work is nearly impossible to make up and should be avoided. Additional site requirements may be added at the discretion of the cooperating teacher, i.e., lesson plan books, and when required should be regarded as university assignments.

University Attendance Policy: Student teaching is a full-time experience. The student teacher is expected to maintain, at a minimum, the working hours specified by the local school district or agency for the cooperating teacher to which he or she has been assigned. This includes following the local school district or agency calendar during the entire assignment.

If due to an illness or emergency situation a student teacher cannot be present, the student teacher must contact the Cooperating teacher and university supervisor before the beginning of the school work day, preferably no later than the evening before. If an illness or emergency results in more than a two day absence, the university supervisor, Cooperating teacher, and the Director determine if additional student teaching days are required.

Student Teaching Seminars: Student teachers are required to attend all seminars at Loyola. A student who fails to attend a seminar, whether the absence is excused or unexcused, is responsible for all announcements made and information given. It is not the responsibility of the University faculty to see that the student who misses seminar is informed about what took place. Failure to attend a seminar does not excuse a student from any deadlines. Assignment due dates are firm. Student teachers should consult their student teaching seminar syllabus to check how many seminars can be missed before the final grade for student teaching is impacted.

Student Teaching Placements: Student teaching placements are made by the Director of Clinical Services. Under no circumstance are student teachers to call schools to make their own placements. Once a student teaching placement has been confirmed by a school, students may not retract their placement unless they are willing to defer their student teaching until the following fall/spring term. All students seeking certification teach for the entire semester, all day, every day. The student teaching placement may be discontinued at any time by the School of Education for the following reason(s):

- Irresponsibility and lack of dependability by the student teacher
- Failure to successfully implement reasonable recommendations from the cooperating teacher and university supervisor.
- Emotional instability/physical illness which interferes with planning and teaching duties.
- Criminal behavior.
- Immoral/unethical conduct

The student teaching assignment may be changed by the Director if personality conflicts develop which impede the student's progress in learning to teach. A student who is removed from student teaching may be given another placement in a subsequent semester, if the education faculty feel that s/he will perform her/his duties in a serious and professional manner. A student who is removed from a second placement for ANY reason will not be given another placement by the School of Education.

Grooming and Attire: Student teachers are expected to exercise good judgment in their grooming and personal appearance. They are expected to dress in a professional manner which conforms to the established dress code of the school/district in which they are placed. The cooperating teacher should be consulted during the pre-student teaching visit to determine school/district policies regulating dress.

Responsibility for the Classroom: The cooperating teacher is a licensed teacher and has full responsibility for his or her students. The student teacher assumes responsibility for the classroom only under the supervision of the cooperating teacher. **THE STUDENT TEACHER IS NOT TO BE UTILIZED AS A SUBSTITUTE TEACHER DURING THE STUDENT TEACHING ASSIGNMENT.**

SITE SELECTION

Loyola University provides many excellent and diverse school settings, both public and private where students may student teach. The University enters into an agreement with a school district which is able to provide a quality experience for the student, including a rich multicultural environment. During the pre-student teaching interview with University personnel, the student teacher may recommend a placement site. (A student, in general, is not placed in a school in which a relative or close associate is an employee or in a school from which the student has graduated). The degree to which students are able to control the location of student teaching may vary as the demand for student teaching placements and availability of excellent sites change.

Criteria for Site Selection

- The student teaching site meets all time requirements and other standards set by the Illinois State Board of Education and Loyola University for fulfilling the students teaching experience.
- The student teaching site recognizes diversity across age, ethnicity, culture, and gender and is committed to providing staff and student development in these areas.
- A master teacher, with appropriate Illinois teaching certification and a minimum of three years teaching experience, is available to provide full-time on-site supervision.
- During the student teaching experience, the student is afforded the opportunity to participate in educating disabled and non-disabled students together.

- Provision is made at the site for regularly scheduled meetings with the student teacher, on-site cooperating teacher, university supervisor, and other on-site staff as appropriate.
- The student teaching site will provide opportunities for the student teacher, during the course of the semester, to assume the full teaching responsibilities of the cooperating teacher.

RESPONSIBILITIES OF THE DIRECTOR OF CLINICAL SERVICES

The Director is responsible for developing and maintaining student teaching sites in accordance with the philosophy and policies of the Elementary and Secondary Teacher Education Programs. Input from university supervisors is an important source of information regarding potential and current sites. The responsibility for the decision to recommend a student teacher for a particular site rests with the Director.

The Director of Clinical Services will:

- Schedule the pre-student teaching interviews with Teacher Education personnel.
- Conduct an orientation meeting with student teachers during the term preceding the student teaching experience.
- Initiate contacts, make placements and enter into agreements with officials in school districts/principals regarding all clinical placements.
- Correspond with student teachers regarding site placement.
- Regularly evaluate sites and provide feedback to the individual education programs so students will be provided experiences that meet the needs of each course.
- Keep students and faculty apprised of regulations regarding clinical experiences and student teaching.
- Maintain and monitor a student teaching file for each student teacher ensuring the related records are accurately completed and maintained.
- Issue one three-credit tuition waiver per student to the cooperating teacher. The waiver is subject to the conditions specified therein.
- Change or terminate a student teacher placement, for professional reasons, upon collaboration with the District/Principal/university supervisor.

Guidance of students during student teaching is the shared responsibility of all participants. The university supervisor interacts in a collaborative manner with the cooperating school administration and faculty.

Evaluation of Student Teaching

The midterm and final evaluation completed and on-going formal and informal feedback about the student's performance provided by the cooperating teacher are a critical component in the evaluation process. The university supervisor meets with the cooperating teacher about their impressions and factors in that data when determining a final grade. If the assessment of the university supervisor and the cooperating teacher differ substantially, a meeting is held to determine what feedback will be presented to the student. Ideally both will meet with the student teacher and present a united front, as well as suggestions for improvement. If a remediation plan is developed, the student is asked to respond to the plan and to sign off on a written copy of the plan. Copies of the interim observation, midterm, and final evaluation instruments are included in this handbook.

Self-evaluation is a critical component of the student teacher's experience. To identify specific strengths and to set specific goals for improvement in areas of weakness, the student teacher is expected to write weekly reflections and respond to any recommendations made by the university supervisor. When the university supervisor determines the final grade, they look for indications that the student teacher listened to constructive feedback and made an effort to implement changes in their teaching practice or the way that they relate to other professionals.

Keeping a journal or a diary of events and experiences during student teaching including specific reactions and reflections is a course requirement. The journal is an ongoing narrative in which entries reflect the student teacher's:

- Growth in understanding of her/his needs
- Development of strategies to deal with stress and burn out
- Insights regarding how to develop sound relationships with students, family members, cooperating teachers, and building personnel
- Development of teaching skills, including the ability to differentiate instruction
- Increased flexibility in dealing with daily occurrences
- Recognition and use of students' interests, learning styles
- Awareness of the impact of community, culture and language in a diverse classroom
- Increased commitment to students and to the profession of teaching

Loyola University Chicago
Reflective Teaching

Name: _____ Date: _____
School: _____ Grade: _____

List three experiences that you feel good about that occurred this week.

- 1.
- 2.
- 3.

Describe an event this week where you know now, after reflection, that you would make a different decision. What would you do differently?

What did you learn about yourself as a teacher this week?

Although perhaps unaware of their influence, who helped and encouraged you the most this past week? (Your cooperating teacher? university supervisor? A student? A class? A School administrator?) Describe the experience.

Name one new or different opportunity you would like to have next week.



Preparing people to lead extraordinary lives

**Loyola University Chicago
School of Education: Student Teaching Program**

Midterm/Final Evaluation

student teacher: _____ **Student ID#** _____

Date: _____ **Time/Period:** _____

Observer/Supervisor: _____ **Grade/Subject:** _____

Note to Observer:

This form is used over the course of a semester to assess and record evidence of the various practices by a student teacher throughout his or her field experience.

Score each individual criterion and provide a culminating score for each Conceptual Framework Practice. Provide specific evidence and information to clarify or explain.

**Rating Scale: Observer’s professional judgment of the qualities of the instruction:
3= Target 2= Acceptable 1= Unacceptable**

A. Coherence IPTS 1C, 1H, 1J, 1K, 1L, 2H, 6L, 7A, 7E, 7F				
<i>Use sub-categories toward overall rating</i>	1. Plans for lessons are a part of a larger unit and contribute to deepening conceptual understanding, increasing skill, and/or developing independence and these connections are explained to students.	3	2	1
	2. Directions and explanations are understandable and easy to follow. <ul style="list-style-type: none"> • Teacher uses flexible means of representation 	3	2	1
	3. Transitions from one activity to the next are smooth and provide opportunities for students to understand why the new activity is important and how it relates to previous activities. <ul style="list-style-type: none"> • Teacher pre-corrects for expected behaviors 	3	2	1
Overall Rating of Coherence: 3 = Lessons purposes and outcomes are clear and lessons are meaningful parts of a larger unit, with coherence and flow. Teacher clarifies these connections to students. Teacher gives clear instructions for students. Lessons and sections of lessons are connected by smooth, seamless transitions.		2 = Lessons have appropriate pacing and flow, with some connection to prior or subsequent learning. Instructions and transitions are effective.	1 = Lessons lack coherence and flow, may be fragmented with little or not connection to prior or subsequent learning. Instructions and transitions are rarely effective.	3 2 1
Comments:				

B. Learner Responsiveness Loyola CF 7; NCATE 3c; IPTS 1G, 2A-G, 2I, 3A, 3D, 3G, 3H, 3L 3M, 4D, 4I, 4M, 4P, 4S, 6A, 6B, 6E-K, 6M, 6O, 6P, 7D, 7G, 7H, 7J, 8E-H, 8J, 8K, 8M, 8 ^o , 8Q			
Use sub-categories toward overall rating	1. Teacher engages and challenges students. <ul style="list-style-type: none"> • Teacher uses strategies that provide/promote multiple opportunities to respond for all students. • Teacher uses flexible means of engagement and expression 	3 2 1	
	2. Teacher monitors all students' activities and behaviors and addresses any problems.	3 2 1	
	3. Teacher has a rapport with students, demonstrates respect for students, and students demonstrate respect for the teacher and each other.	3 2 1	
Overall Rating of Learner Responsiveness:			
3 = Lessons are consistently active, engaging and challenging for students. Teacher encourages students to think critically, while closely monitoring student learning and behavior, intervening and/or redirecting students when appropriate. Strong rapport is evident between teacher and students, demonstrating mutual respect for each member of the classroom community.	2 = Teacher provides students opportunities for engagement and/or challenge. Teacher almost always monitors and appropriately redirects when necessary student learning and behavior. Rapport between teacher and students is evident.	1 = Little evidence of student engagement or challenge. Teacher is perhaps unaware of student learning or behavior and/or does not address issues as necessary. Little rapport is evident.	3 2 1
Comments:			

C. Classroom Management IPTS 2G, 5A-R			
Use sub-categories toward overall rating	1. Teacher supports and/or establishes classroom routines, rules, and norms. <ul style="list-style-type: none"> • Teaches expectations, routines, etc. • Recognizes appropriate behavior • Redirects minor inappropriate behavior 	3 2 1	
	2. Teacher uses record-keeping (i.e., attendance, grading, behavior, anecdotal, etc.) to document effectiveness of classroom management strategies.	3 2 1	
	3. Teacher manages time and materials effectively to minimize distractions.	3 2 1	
Overall Rating of Classroom Management:			
3 = Teacher demonstrates strong command of classroom management skills and effectively monitors, recognizes and redirects behavior in a developmentally appropriate way. Rules and routines are evident: accurate and up-to-date records are kept with great attention to detail. Time and materials are effectively and efficiently managed.	2 = Teacher demonstrates attention to classroom management and student behavior. Makes effort to adhere to rules and routines, along with keeping classroom records. Time and materials are fairly well managed throughout the lesson.	1 = Teacher lacks classroom management skills. Lack of attention to rules, routines, and/or student behavior is evident. Little or no effort to keep accurate records is evident.	3 2 1
Comments:			

D. Contextual Content Knowledge IPTS 1A, 1B, 1D, 1E, 1F, 4A, 4B, 4J, 4K, 4L, 4O, 4Q, 8A-D, 8I, 8L,		
Use sub-categories toward overall rating	1. Teacher can explain concepts, ideas, skills, and state standards related to content being taught.	3 2 1
	2. Content presented to students is accurate and current.	3 2 1
	3. Teacher is knowledgeable about content of lessons and uses evidence based strategies.	3 2 1
Overall Rating of Contextual Content Knowledge: 3 = Teacher consistently explains clearly and accurately the content being taught during instruction. Lessons consistently connect to state instructional standards for grade level. 2 = Teacher often explains content clearly and accurately. Lessons almost always connect to state content standards. 1 = Teacher lacks ability to consistently explain course content and/or may use inaccurate information during instruction. Lessons rarely connect to state standards.		
Comments:		

E. Cultural Responsiveness Loyola CF 6; IPTS 3B, 3C, 3E, 3F, 3I, 3J, 3N, 4N, 7B, 7C, 7I,		
Use sub-categories toward overall	1. Teacher is aware of his or her own biases and prejudices and adjusts practices to promote equitable treatment of all students.	3 2 1
	2. Teacher can explain how cultural diversity and social justice are addressed in his or her instruction.	3 2 1
Overall Rating of Cultural Responsiveness: 3 = Teacher is clearly aware of personal biases and prejudices and consistently treats all students equitably. Teacher addresses issues of diversity and social justice during lessons, helping students understand their roles in a diverse society. 2 = Teacher is working to become aware of personal biases and prejudices while treating student equitably. Teacher seems to understand how cultural diversity and social justice could be addressed in instruction, and may or may not act on that knowledge during instruction. 1 = Teacher is somewhat unaware of personal biases and prejudices and/or makes little or no effort to include cultural diversity and/or social justice in instruction.		
Comments:		

F. Technological Responsiveness IPTS 1I, 1M, 3K, 4E-H, 4R, 6C, 6N, 7K, 8P		
Use sub-categories toward overall rating	1. Teacher is able to use technology to convey information to students.	3 2 1
	2. Teacher is able to use internet resources to research information for course content.	3 2 1
Overall Rating of Technological Responsiveness: 3 = Teacher is competent and confident using computer technology to gather information for lesson content and to teach information to students. Teacher consistently and effectively infuses computer technology into instruction when appropriate. 2 = Teacher sometimes uses computer technology to gather information and/or teach information. 1 = Teacher rarely uses computer technology to gather information and/or teacher information to students.		
Comments:		

G. Professionalism Loyola CF 8, IPTS 8N, 9A-T, 10A-I, 11A-T				
<i>Use sub-categories toward overall rating</i>	1. Teacher is prepared for teaching lessons. Materials and resources are readily available.	3	2	1
	2. Teacher practices effective time management.	3	2	1
	3. Teacher dresses appropriately for every school day.	3	2	1
	4. Teacher uses effective and appropriate language with students, staff, administration, and parents.	3	2	1
	5. Teacher uses proximity and movement to effectively monitor student behavior.	3	2	1
	6. Teacher maintains an orderly classroom.	3	2	1
Overall Rating of Professionalism:				
3= Teacher is highly professional in all aspects of teaching: preparation, time management, dress, language, classroom management, and content knowledge. I would be pleased and proud to teach with this student at my school in the future.	2 = Teacher is professional in most aspects of teaching: preparation, time management, dress, language, classroom management, and content knowledge. There may be one or more of these that are in need of continued attention and/or improvement. If improvements are made, this teacher would make a strong colleague.	1 = Teacher lacks professionalism in two or more of the following areas: preparation, time management, dress, language, classroom management, and content knowledge. I would have to be strongly convinced to choose to work with this teacher in the future.	3 2 1	
Comments:				

Cumulative Scoring Page—Student Teaching Midterm/Final Evaluation

Dates of Formal Observations:

Dates of Follow-Up Conferences:

Overall Rating Scores:

Scale: 3= Target 2= Acceptable 1= Unacceptable

A. Coherence _____
B. Learner Responsiveness _____
C. Classroom Management _____
D. Contextual Content Knowledge _____

E. Cultural Responsiveness _____
F. Technological Responsiveness _____
G. Professionalism _____

OVERALL SCORE _____/21

*Student must score a minimum of 14 on the Final Evaluation to complete partial fulfillment of student teaching requirements.

Plans for Improvement for Midterm:

- List specific areas of improvement necessary for successful completion of Student Teaching, including any areas receiving a score of “1.”
- Be sure to include specific actions the student teacher must take to show this improvement.
- Attach additional documents if necessary.

Signatures: Student _____ Teacher/Observer: _____

Date:



Prioritize people to lead extraordinary lives

Loyola University Student Teaching Interim Observation Form

student teacher: _____ Date: _____ Time/Period: _____
Observation # _____

Cooperating Teacher's Name: _____ Grade/Subject Taught
: _____

Rating Scale: Observer's professional judgment of the qualities of the instruction:
3= Target 2= Acceptable 1= Unacceptable

Subject Matter		
• Demonstrated content knowledge	3	2 1
• Connected content to student life experiences	3	2 1
• Elaborated key concepts	3	2 1
• Used appropriate subject matter teaching strategies		

Coherence		
IPTs 1C, 1H, 1J, 1K, 1L, 2H, 6L, 7A, 7E, 7F		
• Plans for lessons are a part of a larger unit and contribute to deepening conceptual understanding, increasing skill, and/or developing independence and these connections are explained to students.	3	2 1
• Directions and explanations are understandable and easy to follow. <ul style="list-style-type: none"> • Teacher uses flexible means of representation 	3	2 1
• Transitions from one activity to the next are smooth and provide opportunities for students to understand why the new activity is important and how it relates to previous activities. <ul style="list-style-type: none"> • Teacher pre-corrects for expected behaviors 	3	2 1

Learner Responsiveness		
Loyola CF 7; NCATE 3c; IPTs 1G, 2A-G, 2I, 3A, 3D, 3G, 3H, 3L 3M, 4D, 4I, 4M, 4P, 4S, 6A, 6B, 6E-K, 6M, 6O, 6P, 7D, 7G, 7H, 7J, 8E-H, 8J, 8K, 8M, 8P, 8Q		
• Teacher engages and challenges students. <ul style="list-style-type: none"> • Teacher uses strategies that provide/promote multiple opportunities to respond for all students. • Teacher uses flexible means of engagement and expression 	3	2 1
• Teacher monitors all students' activities and behaviors and addresses any problems.	3	2 1
• Teacher has a rapport with students, demonstrates respect for students, and students demonstrate respect for the teacher and each other.	3	2 1
• Teacher thoughtfully, systematically, and collaboratively adapts materials, instructional delivery, and assessment strategies based on the individual needs represented in the classroom.	3	2 1

Classroom Management		
IPTs 2G, 5A-R		
• Teacher supports and/or establishes classroom routines, rules, and norms. <ul style="list-style-type: none"> • Teaches expectations, routines, etc. • Recognizes appropriate behavior • Redirects minor inappropriate behavior 	3	2 1
• Teacher uses record-keeping (i.e., attendance, grading, behavior, anecdotal, etc.) to document effectiveness of classroom management strategies.	3	2 1
• Teacher manages time and materials effectively to minimize distractions.	3	2 1
• Teacher uses proximity and movement to effectively monitor student behavior.	3	2 1

Contextual Content Knowledge IPTS 1A, 1B, 1D, 1E, 1F, 4A, 4B, 4J, 4K, 4L, 4O, 4Q, 8A-D, 8I, 8L,		
• Teacher can explain concepts, ideas, skills, and state standards related to content being taught.	3	2 1
• Content presented to students is accurate and current.	3	2 1
• Teacher is knowledgeable about content of lessons and uses evidence based strategies.	3	2 1

Technological Responsiveness IPTS 1I, 1M, 3K, 4E-H, 4R, 6C, 6N, 7K, 8P		
• Teacher is able to use technology to convey information to students.	3	2 1
• Teacher is able to use internet resources to research information for course content.	3	2 1

Cultural Responsiveness Loyola CF 6; IPTS 3B, 3C, 3E, 3F, 3I, 3J, 3N, 4N, 7B, 7C, 7I,		
• Teacher is aware of his or her own biases and prejudices and adjusts practices to promote equitable treatment of all students.	3	2 1
• Teacher can explain how cultural diversity and social justice are addressed in his or her instruction. <ul style="list-style-type: none"> • Teacher uses person first language in dialogue and written communication. 	3	2 1
• Teacher communicates in ways that demonstrate sensitivity to differences in family structure, culture and gender.	3	2 1

Professionalism Loyola CF 8, IPTS 8N, 9A-T, 10A-I, 11A-T		
• Teacher is prepared for teaching lessons. Materials and resources are readily available.	3	2 1
• Teacher practices effective time management.	3	2 1
• Teacher dresses appropriately for every school day.	3	2 1
• Teacher uses effective and appropriate language with students, staff, administration, and parents.	3	2 1
• Teacher maintains an orderly classroom environment that is conducive to learning.	3	2 1

Teacher Indication of Planning:

Submitted a copy of lesson plan _____ (Y/N)
(Y/N)

Lesson Reflected course of study objectives _____

Strengths:

Areas for Improvement/Growth:

Additional Comments:

Signature of Observer _____

Signature of student teacher _____

LESSON PLANS

Lesson Plan Guidelines: Successful teaching depends, in large part, on careful and well organized planning. An effective lesson plan should serve the teacher as a guide for clear direction and focus. Lesson plans can take many forms, but the most useful include specific objectives, sequenced procedures, and the materials that will be needed to accomplish the activities.

Experienced teachers have internalized the elements of effective teaching, and frequently no longer need to use detailed written plans for implementation of effective lessons. Student teachers, however, need the security of stating objectives and sequencing each procedure, often even listing each question to be asked or writing out an elaborate script in order to think through the language, or level of level, to be used when explaining a concept to children. Initially, student teachers should use the plans of their cooperating teachers, adding details needed so that their own implementation will be smooth and effective. When the student teacher begins to develop his/her own plans, there will necessarily be more detail than the plans typically done by an experienced cooperating teacher. When the student teacher develops security in presentation and when **the cooperating teacher and the university supervisor indicate that a certain level of readiness has been observed**, the student teacher may choose to complete less detailed lesson plans.

The following suggestions regarding lesson planning should be helpful:

- Before a lesson is taught, written plans should be reviewed with the cooperating teacher and any suggestions for change or improvement should be completed.
- At the end of each day, student teachers should take the time to reflect upon and evaluate performance. It is often useful to make notes on the original plan.
- Seek suggestions and comments from the cooperating teacher and university supervisor.
- Keep all plans organized in a folder or ring binder.

Suggested Procedures in Assuming Lesson plan responsibility: As an assistance to the student teacher, the following procedure is suggested for writing lesson plans:

- During week two and three of the student teaching placement, the student teacher plans with the cooperating teacher.
- During week 4 and no later than week five, the student teacher begins planning an entire week of lessons on his or her own, consulting with the cooperating teacher prior to the Friday morning deadline.
- During the remaining weeks of the assignment, the student teacher continues to plan independently and confers with the cooperating teacher regarding the lesson content.

LESSON PLAN FORMAT

student teacher _____

Date _____

Lesson Topic _____

Grade Level _____

Estimated Time _____

- Anticipatory Set/Readiness:

- Objectives:

- Materials: (Hand-outs, hands-on, tests, etc.)

- Technology Integration:

- Procedures: (List questions/provide a script and use Bloom's Taxonomy to identify type)



School of Education Impact on Student Learning Project

Student teaching candidates seeking teacher certification through the School of Education at Loyola University Chicago must complete the Impact on Student Learning Project and the Professional Practice Profile. Completion of these culminating activities demonstrates expertise both in content and pedagogy, as well as reflection on clinical and classroom experiences. The purpose of these products is to demonstrate evidence of professional competence in university, state, and national professional teacher preparation standards.

Members of the Teaching and Learning Faculty will evaluate both products to determine whether a candidate can be approved for certification. The Impact on Student Learning Project is submitted through LiveText at the same time that the Professional Practice Profile is submitted.

The Impact on Student Learning Project consists of five sections: educational context; unit learning goals, standards, and learning objectives; assessment plan; assessment and analysis of learning outcomes; and reflection on teaching and learning. Each of these is detailed below.

NOTE: All student teaching candidates are required to submit a proposal of their instructional unit to an assigned faculty assessor PRIOR to the implementation of their instructional unit.

Proposal submission: Using the Impact on Student Learning Project Proposal Template, submit information regarding your project to your faculty advisor using your Loyola email account. Your faculty assessor will provide comments in the faculty comments boxes and return the form to you. **Once approved**, you may move forward with your Impact on Student Learning Project.

Educational Context

Candidates should clearly and thoroughly describe the contextual factors relevant to instructional planning. Candidates should demonstrate knowledge of students' varied approaches to learning, students' skills and prior learning, and classroom, school and community factors affecting student learning. There should be a logical connection between the relevant factors described and your instructional planning. Use information summarized in the Classroom, School, and Community Environment section of your Proposal Template, as well as evidence drawn from your pre-assessment to support your decisions.

The suggested page length for this section is 2 pages.

Unit Learning Goals, Standards, and Learning Objectives

Candidates should write clear, developmentally appropriate learning goals aligned with state and/or national standards. Candidates also need to develop clear, developmentally appropriate learning objectives.

Learning goals are statements that give a broad description of what students will learn, and should be aligned with state and/or national standards. Candidates need to clearly identify the standards addressed by the unit. It is important that your learning objectives are statements describing the specific performance the learner will be able to do after completion of a unit or part of the unit. See Glossary for examples of learning goals, standards, and learning objectives.

The suggested page length for this section is 1 page.

Assessment Plan

Candidates should align learning objectives directly with their pre- and post-assessments. The plan should describe how assessments are congruent with the levels of learning within the cognitive, affective, or psychomotor domains. In essence, if you write a learning objective using verbs associated with the synthesis level of cognitive processing, the items on your post-assessment should measure that same level of processing. Your pre- and post-assessments should align (i.e., they do not have to be the same). It is important that your assessments generate information suitable for analysis in a pre- vs. post-assessment manner. The assessment plan should also clearly describe how and what types of formative assessments were used during your instructional unit.

The suggested page length for this section is 2 pages.

NOTE: Consider reviewing your proposal template and your faculty assessor's feedback while completing the first three sections of the Impact on Student Learning Project.

Assessment and Analysis of Learning Outcomes

Candidates can use a variety of methods for analyzing data and reporting outcomes such as, basic statistical techniques (e.g., mean, mode, median) to analyze data, changes in rubric categories from pre- to post-assessment, qualitative description of changes in student performance, or comparing feedback on rough drafts to feedback on final paper.

Candidates must analyze data on at least two levels. Suggestions for two levels of analysis include: whole group pre- vs. post-assessment results, students with IEPs vs. students without IEPs, students who are male vs. female, students with disciplinary concerns, students who varied on pre-assessment performance (lowest and highest) vs. performance on post-assessment. It is important that your interpretation (i.e., your analysis) of the learning results is meaningful and appropriate.

Candidates should summarize evidence of the impact on student learning in terms of how many students met the learning objectives. Summaries of all analyses must be depicted graphically and should be inserted into the text of this section.

The suggested page length for this section is 3-4 pages.

Reflection on Teaching and Learning

Based on the evidence of student learning, candidates should identify insights on effective instruction and assessment. Candidates should draw conclusions based on the Assessment and Analysis of Learning Results section, as well as research and theory. In the discussion of student learning and effective instruction, candidates should make logical connections between the learning goals and learning objectives, instruction, and assessment results. Consider including in your reflection reasons for the levels of performance on your post-assessment (e.g., Were there items on which students performed better or worse? Were learning objectives appropriate given students prior knowledge, motivation, learning styles?)

Candidates should reflect on the implications for future teaching, as well as implications for professional development.

The suggested page length for this section is 3-4 pages.

NOTE: We gratefully acknowledge the following universities for their willingness to share their work with us.

Bagwell College of Education, Kennesaw State University, Kennesaw, GA

The Teachers College at Emporia State University, Emporia, KS

The Education Department at Augustana College, Sioux Falls, SD

Illinois Professional Teaching Standards

#1 Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#7 Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Impact on Student Learning Project Proposal Template

Student Teaching Candidates: Please submit the following information regarding your Impact on Student Learning Project to your faculty advisor using your Loyola email account. Your faculty assessor will provide comments in the faculty comments boxes and return the form to you. **Once approved**, you may move forward with your Impact on Student Learning Project.

Classroom, School, and Community Environment

Classroom

1. What is the grade level you are teaching and how many students are enrolled in the class?
2. How many students in your classroom are in each of the following demographic categories?

_____ student(s) with _____ student(s) with _____ student(s)

IEPs 504 plans who are ELL

_____ student(s) meeting grade level expectations

_____ student(s) exceeding grade level expectations

_____ student(s) below grade level expectations

_____ student(s) who are male _____ student(s) who are female

_____ other:

3. Does the classroom environment allow for the following groupings? (check all that apply)

_____ whole class _____ small groups _____ individual

_____ peer _____ heterogeneous grouping

teaching

_____ other:

4. What resources are available for you to use in the classroom environment? (check all that apply)

_____ textbooks _____ manipulatives _____ technology

_____ other:

5. What additional support is available to you in the classroom? (check all that apply)

_____ educational assistants _____ resource teachers

_____ peer tutors _____ parent volunteers

_____ other:

6. Describe the physical organization of your classroom.
7. Describe the classroom management approach (i.e., philosophy and strategies) used by your cooperating professional?
8. What types of instructional methods are typically used by your cooperating professional?
9. What assessment approach (i.e., philosophy and strategies) is typically used by your cooperating professional?

School

Most of the data requested below can be found on your district website, the Interactive Illinois Report Card website (<http://iirc.niu.edu/>), or by asking your cooperating professional or building administrator.

1. What percent of students in your school are identified in each of the following demographic categories?

_____ American Indian or Alaska Native _____ Asian
_____ Black or African American _____ Hispanic or Latino
_____ Native Hawaiian or Other Pacific Islander _____ White

2. What percent of students in your school are classified as receiving free/reduced lunch?
3. What are the average attendance rates for each of the following demographic groups?

_____ students _____ teachers
_____ parents at school events (e.g., open house)

4. Describe the schools' approach to differentiation on a school-wide level.

Community

1. What community resources (outside the school) are available to school personnel and students in your school?

Reflection on Classroom, School, and Community Environment

1. Given the data identified above, how will this inform the planning of your instructional unit?

FACULTY ASSESSOR COMMENTS:

Unit Instructional Planning

In the table below, answer the following questions:

1. What is the goal for the unit?
2. What learning standards (e.g., State (ISBE) and/or National) align with your goal?
3. What are the learning objectives for your goal?
4. For each learning objective, describe how your assessment measures what students have learned.

NOTE: Please keep the maximum number of learning objectives to three per unit goal. You may have fewer than three learning objectives. You may also consider having a second unit goal, in which case you should use the same table format to summarize your answers relevant to the second goal.

Goal:

Learning Standard(s):

Learning Objective 1:	Assessment:
Learning Objective 2:	Assessment:
Learning Objective 3:	Assessment:

5. Identify the formative assessments that will be used during your unit.
6. How do these formative assessments support your learning objectives for the unit?
7. Provide a unit calendar with the schedule for lessons and assessments.

FACULTY ASSESSOR COMMENTS:

Impact on Student Learning Project Rubric

Candidate Name: _____ Certification: _____

Grad/Undergrad: _____ Term: _____

Educational Context	Target	Acceptable	Unacceptable
Knowledge of Students' Varied Approaches to Learning (IPTS 2, 3)	Candidate displays general and specific understanding of the different ways students learn (e.g., learning styles) that may affect learning.	Candidate displays general knowledge about the different ways students learn (e.g., learning styles).	Candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles).
Knowledge of Students' Skills and Prior Learning (IPTS 4)	Candidate displays general and specific understanding of students' skills and prior learning that may affect learning.	Candidate displays general knowledge of students' skills and prior learning that may affect learning.	Candidate displays little or irrelevant knowledge of students' skills and prior learning.
Knowledge of Community, School, and Classroom Factors (IPTS 3, 4)	Candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Candidate displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.
Implications for Instructional Planning and Assessment (IPTS 3, 4, 5)	Candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics <i>OR</i> provides inappropriate implications.
Unit Learning Goals, Standards, and Learning Objectives	Target	Acceptable	Unacceptable
Clarity	Objective(s) are clearly stated as	N/A	Objective(s) are not stated clearly and

(IPTS 4)	learning outcomes.		are activities rather than learning outcomes.
Appropriateness For Students (IPTS 2, 4)	Objective(s) are appropriate for the development, pre-requisite knowledge, skills, experiences; and other student needs.	Most objective(s) are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Objectives are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.
Alignment with National, State, or Local Standards (IPTS 4)	Objective(s) are explicitly aligned with national, state or local standards.	N/A	Objective(s) are not aligned with national, state or local standards.
Assessment Plan	Target	Acceptable	Unacceptable
Alignment with Learning Objective(s) and Assessment (IPTS 4, 8)	Each of the learning objective(s) is assessed through the assessment plan; assessments are congruent with the learning objectives in content and cognitive complexity.	Each of the learning objective(s) is assessed through the assessment plan, but some may not be congruent with learning objectives in content and cognitive complexity.	Not all learning objectives are assessed through the assessment plan.
Multiple Modes and Approaches (IPTS 8)	Assessment is on-going and includes multiple assessment modes, both formal and informal.	Assessment is on-going but lacks multiple assessment modes.	Teacher fails to conduct on-going assessment, both formal and informal.
Assessment and Analysis of Learning Outcomes	Target	Acceptable	Unacceptable
Pre and Post Assessment Data	Provides an accurate and clear summary of student performance on pre- and post-assessments. Appropriate method of analysis (e.g., statistical techniques, changes in rubric categories) has been used and	Provides a summary of student performance on pre- and post-assessments. Appropriate method of analysis (e.g., statistical techniques, changes in rubric categories) has been used and charts and/or other	Fails to provide a summary of student performance on pre- and post-assessments. Method of analysis, charts, and other representations are missing and/or unclear.

	charts and/or other representations have been adequately described.	representations have been described.	
Interpretation of Data	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is inaccurate, and conclusions are missing or unsupported by data.
Evidence of Impact on Student Learning	Analysis of student learning includes significant evidence of the impact on student learning in terms of number of students who progressed toward each learning objective. Analysis has been done on two levels.	Analysis of student learning includes evidence of the impact on student learning in terms of numbers of students who progressed toward learning objectives. Analysis has been done on two levels.	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who progressed toward learning objectives.
Insights on Effective Instruction and Assessment (IPTS 10)	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Provides no rationale for why some activities or assessments were more successful than others.
Interpretation of Student Learning (IPTS 10)	Uses compelling and relevant evidence to support conclusions drawn in “Assessment and Analysis” section. Explores multiple hypotheses for why some students did not meet learning goals.	Provides evidence to support conclusions drawn in “Assessment and Analysis” section.	No evidence or reasons provided to support conclusions drawn in “Assessment and Analysis” section.
Alignment among Goals, Objectives, Instruction and Assessment (IPTS 10)	Logically connects learning goals, objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Connects learning goals, objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Does not connect learning goals, objectives, instruction, and assessment results in the discussion of student learning and effective instruction

			and/or the connections are irrelevant or inaccurate.
Implications for Future Teaching (IPTS 10)	Provides thoughtful, compelling and insightful ideas for redesigning learning goals, objectives, instruction, and assessment and explains why these modifications would improve student learning. Candidate uses the evidence from the Impact on Student Learning Project to reflect on their future practices	Provides ideas for redesigning learning goals, objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goals, objectives, instruction, and assessment.
Implications for Professional Development (IPTS 10, 11)	Presents clear and specific professional learning goals and rationales that emerge from the insights and experiences described gained from the Impact Project. Describes specific steps to meet these goals. Candidate's response shows a commitment to on-going professional development.	Presents professional learning goals that clearly emerge from the insights and experiences gained from the Impact Project. Describes specific steps to meet these goals. Candidate's response shows a commitment to on-going professional development.	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.
Project Clarity and Conventions	Candidate's project is well-written and of collegiate level. The author's ideas, as written, are clear, compelling, and original.	Candidate's project is of collegiate level. There is a clear beginning, middle, and end. The essay flows nicely from one idea to the next.	The candidate's project is below collegiate level. It is unstructured and unclear.
Grammar and Spelling	The candidate's project is free from grammar and	The candidate's project has a few grammar and	The candidate's project is riddled with grammar and

	spelling errors.	spelling errors.	spelling errors.
Overall Assessment	TARGET	ACCEPTABLE	UNACCEPTABLE

Decision Rules

- 16 Target Ratings without an Unacceptable Rating = Target
- 5 or More Unacceptable Ratings = Unacceptable
- All Other Rating Combinations = Acceptable

Resubmission Guidelines

- Unacceptable Ratings for any components within the Assessment and Analysis of Learning Results or Reflection on Teaching and Learning warrants resubmission of those components.
- Resubmissions are submitted directly to the faculty assessor, whose discretion it is to determine when performance reaches acceptable.
- Assessment rubric is completed only once. Resubmissions do not get re-assessed in LiveText.



Preparing people to lead extraordinary lives

Professional Profile

Students seeking teacher certification through the School of Education at Loyola University Chicago must complete the Professional Practice Profile and the Impact on Student Learning Project. Completion of these culminating activities demonstrates expertise both in content and pedagogy, as well as reflection on clinical and classroom experiences. The purpose of these products is to demonstrate evidence of professional competence in university, state, and national professional teacher preparation standards.

Members of the Teaching and Learning Faculty will evaluate both products to determine whether a candidate can be approved for certification. The Profile is submitted through LiveText at the same time that the Impact on Student Learning Project is submitted.

The Professional Practice Profile consists of two components. This includes an essay on the conceptual framework of the School of Education, *Professionalism in Service of Social Justice* and a reflection on collaborative relationships in education. Each of these is detailed below.

Essay on the Conceptual Framework

Your essay should be a reflective statement on Loyola University Chicago's School of Education's conceptual framework: [*Professionalism in Service of Social Justice*](#). The essay should address what it means to be an educator in service of social justice and the critical areas of service, skills, knowledge and ethics.

In this essay, you will need to share anecdotes from your clinical experiences in schools and communities, student teaching, and coursework at Loyola that have helped you develop an understanding of the conceptual framework and how it has influenced your beliefs and actions as a teacher.

Your essay needs to address the following questions:

- What does it mean to be an educator in service of social justice?
- Why are the areas of service, skills, knowledge and ethics critical to advancing social justice through education?

- What issues of social justice and inequity have been raised by your clinical experiences in schools and communities and your coursework at Loyola?
- What are the implications of the conceptual framework for your work as a teacher in the future?

This essay assesses the following standards from the conceptual framework:

CF 3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF 7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

Reflection on Collaborative Relationships

Your essay should be a reflective statement that demonstrates your understanding of the role of the community in education and your development of collaborative relationships with colleagues, parents/guardians, and the larger community to support student learning and well-being.

Your essay needs to address the following questions:

- What impact does the school community – students, parents/guardians, teachers, staff, and administrators – have on the educational environment of a school and student learning?
- What impact does the larger community – residents, organizations, institutions and local businesses – have on the educational environment of a school and student learning?
- Describe several significant activities and relationships (positive and/or negative) that you have engaged in during your time in the School of Education. These experiences might include, but are not limited to, service learning projects, after-school tutoring, committee membership, working with parents, extra-curricular duties, etc.
 - How did these experiences influence your understanding of the role of collaborative relationships in education?
 - What are the implications of collaborative relationships with the school community and the larger community for your work as a teacher in the future?

This essay assesses the following standard from the Illinois Professional Teaching Standards:

IPTS 9: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

**Loyola University Chicago
School of Education
Professional Profile Rubric**

Candidate Name: _____ Certification: _____

Grad/Undergrad: _____ Term: _____

	Target	Acceptable	Unacceptable
Essay on Conceptual Framework			
Educators in Service of Social Justice	Candidate offers an in-depth analysis of what it means to be an educator in service of social justice. Made highly significant connections between teaching and addressing issues of social justice and inequity.	Candidate offers an analysis of what it means to be an educator in service of social justice. Made relevant connections between teaching and addressing issues of social justice and inequity.	Candidate offers little analysis of what it means to be an educator in service of social justice. Connections between the teaching and addressing issues of social justice and inequity are vague or missing.
Service, Skills, Knowledge and Ethics (CF 7)	Candidate explains, through rich narratives, his/her beliefs regarding the critical role of service, skills, knowledge, and ethics to being an educator in service of social justice.	Candidate explains in narrative form his/her beliefs regarding the role of service, skills, knowledge, and ethics to being an educator in service of social justice.	Candidate offers few or superficial narratives. Narratives do not connect to the areas of service, skills, knowledge, and ethics.
Social Justice and Inequity Issues (CF3)	Candidate fully examines social justice and inequity issues raised by clinical experiences in schools and communities and coursework at Loyola. Candidate uses highly relevant anecdotal information to support conclusions.	Candidate adequately examines social justice and inequity issues raised by clinical experiences in schools and coursework at Loyola. Candidate uses relevant anecdotal information to support conclusions.	Candidate offers a limited examination of social justice and/or inequity issues raised by clinical experiences in schools and/or coursework at Loyola. Candidate uses irrelevant or no anecdotal information to support conclusions.
Future Implications	Candidate thoughtfully and concretely considers their future role and responsibility in building a more	Candidate considers their future role and responsibility in building a more equitable society. Candidate	Candidate does not adequately consider their future role and responsibility in building a more equitable society. The candidate is

	equitable society. Candidate speaks clearly and purposefully about their influence in the larger community. The candidate's response is indicative of a firm commitment to be a teacher for social justice.	considers their role both in general and specific terms. The candidate sets clear and specific goals for being a teacher of social justice.	vague about his or her goals for being a teacher of social justice.
Reflection on Collaborative Relationships			
The Role and Impact of the School Community (IPTS 9)	Candidate's reflection demonstrates significant understanding of the role of the school community in education to support student learning and well-being.	Candidate's reflection demonstrates an understanding of the role of the school community in education to support student learning and well-being.	Candidate's reflection demonstrates little understanding of the role of the school community in education to support student learning and well-being.
The Role and Impact of the Larger Community (IPTS 9)	Candidate's reflection demonstrates significant understanding of the role of the larger community in education to support student learning and well-being.	Candidate's reflection demonstrates an understanding of the role of the larger community in education to support student learning and well-being.	Candidate's reflection demonstrates little understanding of the role of the larger community in education to support student learning and well-being.
Collaborative Relationships and Activities (IPTS 9)	Candidate richly and clearly describes activities and relationships engaged in during his/her time in the School of Education where he/she experienced the impact, both positive and negative, of collaborative relationships on student learning and well-being. Candidate thoroughly assesses how these	Candidate describes activities and relationships engaged in during his/her time in the School of Education where he/she experienced the impact, both positive and negative, of collaborative relationships on student learning and well-being. Candidate assesses how these experiences have affected their	Candidate fails to or is unclear in their description of activities and relationships engaged in during his/her time in the School of Education where he/she experienced the impact, both positive and negative, of collaborative relationships on student learning and well-being. Candidate offers a limited assessment

	experiences have affected their understanding of collaborative relationships in education.	understanding of collaborative relationships in education.	of how these experiences affected their understanding of collaborative relationships in education.
Future Implications	Candidate thoughtfully and concretely considers the implications of collaborative relationships on his or her future work as a teacher.	Candidate considers the implications of collaborative relationships on his or her future work as a teacher.	Candidate does not adequately consider the implications of collaborative relationships on his or her future work as a teacher.
General Quality of Essays	All required elements and information are present. The essays are professional in appearance. There are no grammatical or spelling errors. They are thoughtful and well-written. The essays demonstrate considerable effort.	The essays have required elements and information and their appearance is adequate. There are few spelling and grammar errors. The essays demonstrate time and effort.	One or more of the essays is missing or has irrelevant information. The essays are unprofessional in appearance. There are many grammar and spelling errors.
Overall Assessment	TARGET	ACCEPTABLE	UNACCEPTABLE

Comments:

Based on the content of the candidate's Showcase Portfolio, I _____ (do / do not) recommend the student for certification.

Faculty Member: _____ Date: _____

Qualifying Information Required for Certification

The information below is taken from the Illinois State Board of Education (ISBE) certification requirements. We share this information with you to inform you that if you fall into one of the categories below, you may not qualify for certification in the state of Illinois.

When applying for your certificate, if you answer “yes” to questions 1-6 listed below, supporting documentation will be required by ISBE in order to evaluate your ability for certification.

1. Are you a U.S. Citizen?

*If not, you must provide proof of legal presence and eligibility for employment. You also must file the form ISBE 73-91 **Notice of Intent to Become a U.S. Citizen.***

2. Have you ever had a certificate denied, suspended or revoked in Illinois or any other state?

3. Have you ever been convicted of a felony, or any sex, narcotics or drug offence in Illinois or any other state?

DUI convictions for alcohol do not require a “yes” answer to the above question.

Depending on the severity of the felony, sex, narcotic, or drug offense, you may never be able to receive a teaching certificate.

4. Have you failed to file a tax return with the Illinois Department of Revenue, or failed to pay any tax, penalty, or interest owed or any final assessment of same for any tax as required by laws administered by that Department that was not subsequently resolved to the Department’s satisfaction?

5. Have you ever been named by a state agency responsible for child welfare as a perpetrator in an indicated report of child abuse or neglect if such report was not reversed after exhaustion of any appeal?

6. Are you in default of an Illinois student loan for which you have failed to establish a satisfactory repayment plan with the Illinois Student Assistance Commission?

7. Applicants must sign and date the following statement:

I certify, under penalty of perjury, that I am not more than 30 days delinquent in complying with a child support order. I understand that failure to so certify shall result in disciplinary action and making a false statement may subject me to contempt of court.

If you are unable to sign this statement, then ISBE will require official documentation (typically provided by the court) regarding the plan for payment of back child support.

Individuals seeking a teaching, school service personnel, or administrative certificate in the state of Illinois are hereby advised that certain convictions may prohibit certification and/or employment in Illinois public schools. It is the responsibility of the candidate to examine school code requirements regarding certification and employment (see School Code: 105 ILCS 5/21-23, 10-21.9 at www.ilga.gov).

Candidates are hereby advised to disclose any prior convictions on the felony questionnaires and the certification application. Failure to do so may result in non-issuance or revocation of a certificate in the state of Illinois. Individuals are advised to seek legal counsel concerning all convictions whereby certification and/or employment may be prohibited in Illinois public schools

APPLYING FOR YOUR CERTIFICATE

The Illinois State Board of Education has moved to a web based system for processing credentials through the “Educator Certification System (ECS),” www.isbe.net/ecs. In addition to initial licensure, this system will be a way for you to monitor and update your credentials and to use as a means to communicate with district administrators regarding your valid credentials. You can establish your educator’s account at anytime.

The instructions for completing the initial process are explained on the form used for submission (see below). All initial certificates MUST be first processed by the Certification Officer of Loyola University Chicago. You do not submit any paperwork to the Illinois State Board of Education until you have been processed through Loyola University Chicago. The process will be reviewed during a student teaching seminar.

TYPE 03, 09, 10
**INITIAL TEACHER CERTIFICATE
PROCEDURES FOR RECEIVING YOUR CERTIFICATE**

Step 1: Complete the “Entitlement Form” and attach a copy of your unofficial LOCUS transcripts. MED candidates also MUST attach (1) official transcripts for any course deficiencies and (2) a copy of the audit sheet (transcript evaluation) completed upon admission into the program. Return all documents to:

Certification Officer
Loyola University Chicago
School of Education
111 East Pearson Street
Chicago, IL 60611

Step 2: **Verification by the certification officer of the following:**

- Passing scores on the appropriate Illinois exams
- Degree Posting
- All program requirements satisfied
- Passing score on the final Portfolio Presentation

Step 3: You will be sent an email that you are ready to proceed to Step 4.

Step 4: **ISBE Educator’s Certification System (ECS)**

You can proceed to the Illinois State Board of Education on-line certification site, ECS, www.isbe.net/ECS

[Note: You will be able to use Master Card or Visa credit cards to pay your fees.]

1. Go To the ECS Web Site www.isbe.net/ECS
2. Select Educators™ Private Portal
3. Set up an ECS account if you do not already have one. You will be sent a password in order to continue the process.
4. Log into ECS
5. Select the Entitlement Apps menu item
6. Follow the 11-step wizard through the application process
7. When the credit card payment is successfully processed the certificate is issued.
8. You can print the screen if you wish to have proof of issuance (this has your certificate number which can be given to prospective employees).

Step 5: **Certificate Issuance**

Your certificate will then be mailed to the address you provide on the ECS system, so it is imperative that you double-check the address included in your application.

Step 6: **Certificate Registration**

Instructions are also provided on how to register your certificate online. There is a minimal fee for the service in addition to the registration fee, but it is well worth it.

Upon completion of both the issuance and registration process, you can direct prospective employers to www.isbe.net/ecs Administrator’s Portal to check on the status of your certificate.

INITIAL TEACHER PREPARATION
ENTITLEMENT INFORMATION FORM

Please fill-out this form attach the necessary documents and return to your professor or mail it to:

Certification Office
Loyola University Chicago
School of Education, 11th floor
820 North Michigan Avenue
Chicago, IL 60611

NAME _____ SSN _____

TELEPHONE NUMBER _____ EMAIL _____

_____ BA/BS _____ MED

_____ Elementary Middle Grade Endorsement(s):

_____ Secondary Major _____

Add't Endorsements

_____ LSBI _____ Foreign Language

DO NOT WRITE BELOW THIS LINE

To be completed by the Certification Officer

Successful Completion	Program Director's Initials
Basic Skills	
Content Exam	
APT	
Portfolio	
Oral Language Proficiency Exam (if appropriate)	
Degree Posted	
Deficiencies (if noted)	

Entitlement Notification of Completion of ALL Requirements:

DATE (submitted to ISBE)

Initials

DATE (email to student)

Initials