

Loyola University Chicago
School of Education
Professional Practice 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
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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?

The suggested page length for this section is 4-5 pages.

**Loyola University Chicago
School of Education**

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
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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?

The suggested page length for this section is 4-5 pages.

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 equitable society. Candidate speaks clearly and	Candidate considers their future role and responsibility in building a more equitable society. Candidate considers their role both in general and specific terms. The candidate	Candidate does not adequately consider their future role and responsibility in building a more equitable society. The candidate is vague about his or her goals for being a

**Loyola University Chicago
School of Education**

	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.	sets clear and specific goals for being a teacher of social justice.	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 experiences have affected their understanding of collaborative relationships in education.	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 understanding of collaborative relationships in education.	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 of how these experiences affected their understanding of collaborative relationships in education.

**Loyola University Chicago
School of 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

Decision Rules

- 7 Target Ratings without an Unacceptable Rating = Target
- 4 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.