Loyola University Chicago
School of Education

M.Ed. Initial Teacher Education
Program Handbook
2019-2020

Teaching, Learning, and Leading with Schools and Communities
Welcome to the profession of teaching! Research demonstrates that teachers have the greatest in-school impact on student learning, development, and achievement. To meet national, state, and local goals of improving learning outcomes for all students and reducing achievement gaps, teachers require professional knowledge, skills, and dispositions to positively influence diverse learners in diverse settings. A comprehensive teacher preparation program designed around four key cornerstones, Teaching, Learning, and Leading with Schools and Communities (TLLSC) will prepare teacher candidates at Loyola University Chicago for this important work. This work is also grounded in the School of Education’s mission and conceptual framework.

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 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.

Conceptual Framework

SOE Mission

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Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

Conceptual framework-

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework standards — standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for changing students and to inspire them to improve the world around us. We view transformation on a continuum from a highly personal process (requiring
risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment (http://www.luc.edu/transformativeed/index.shtml). Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, readers will not think that we are limited to geographical contexts, rather we address injustice in any context. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be of those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in coursework. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and in which all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

**School of Education Conceptual Framework Standards**

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

**Conceptual Framework Standards (CFS)**

CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS2: Candidates apply culturally responsive practices that engage diverse communities.
CFS3: Candidates demonstrate knowledge of ethics and social justice.
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

**The Four Cornerstones of TLLSC**

**Cornerstone One: Partnerships with Schools and Communities**
Teacher preparation requires an all hands on deck approach, where university, school, and community partners share the responsibility to prepare teachers to support student learning, achievement, and success. Rather than isolate teacher preparation off in the university, TLLSC sets teaching and learning in partner schools and communities. This site-based program provides teacher candidates with extensive opportunities to work alongside expert teachers in urban classrooms in high-need, high-performing schools and community organizations.

**Cornerstone Two: Teacher Preparation for Diverse Classrooms**
Loyola faculty have partnered with schools and community organizations to ensure that teacher candidates gain extensive deep experiences engaging with diverse populations, including students with special needs and those labeled as English learners (ELs). TLLSC ensures that all teachers are prepared to serve all learners, including students from diverse social, emotional, behavioral, cultural, linguistic, developmental and academic backgrounds.

**Cornerstone Three: Authentic Teaching Practices Increase over Four Years**
(Engage in teaching – don’t just talk about it!)
Loyola faculty started with the perspective that expertise is not an endpoint, but a process of continual growth, and we accepted that even expert teachers with years of practice undergo a growth cycle of beginning, developing, and mastering as they respond to the dynamic nature of the profession. Teachers must adapt practices, not only in response to classroom situations and student needs, but also to shifts in school-wide curriculum and programs, as well as to changes in state and federal policies and procedures. TLLSC aims to prepare teachers to be responsive and adaptive, viewing teacher candidates as beginning professionals from the time they enter the program and fostering their development of reflective learning and leadership skills.

**Cornerstone Four: Participation in Professional Learning Communities**
Teacher candidates transfer knowledge and skills when they experience authentic practice with guidance and mentoring. In addition to collaboration with teacher educators from the school, community, and university settings, TLLSC utilizes professional learning communities (PLCs) to foster meaningful collaboration among teacher candidates. Through PLCs within the teacher candidate's' specific areas of specialization (e.g., secondary social studies, early childhood), guidance and collaboration among freshmen, sophomores, juniors, seniors, and faculty in similar areas of interest and expertise come together each semester to dialog and learn from one another.

**TLLSC Sequences and Modules**
Whether you aim to teach elementary, secondary, or special education, you will move through a series of field-based sequences and modules across your program of study. Different from traditional university programs, every sequence is made up of a series of modules, which are taken in a sequential order. Unlike traditional university courses, the modules are of various lengths depending on the content and extent of the experiences in that particular module. You will not take more than one module at a time, nor can you take them in any order you choose. The experiences in the modules are designed to build upon one another, so you will take them in the order listed on the School of Education website (https://www.luc.edu/education/graduate/teacher-prep/). When you take modules in a single sequence, they may or may not be taught by the same professor, which means in one sequence you might have multiple instructors who are guiding you, assessing you, and providing feedback on your progress as a teacher candidate. Each individual module will have a series of school- and community-based experiences, as well as module assessments. In addition, at the end of each sequence you will complete a summative assessment to demonstrate your development of the knowledge, skills, and dispositions related to that entire sequence. This will demonstrate your growth through the program.

**Phase 1: Exploration (Sequence 1-3)**
During the first three sequences (semesters) of the program, teacher candidates engage in a range of experiences across contexts and settings with birth to grade 12 children. Candidates take a series of
modules (courses) in each sequence that gradually orient them to the fundamental concepts of teaching and learning and the importance of understanding the role that communities play in the education of children. Candidates will be in school and community placements working with university faculty, teachers, and community professionals supporting the development of students and exploring the many facets of education. At the core of these experiences is a commitment to social justice in education and the School of Education’s guiding principles as expressed in our conceptual framework.

Phase 2: Concentration (Sequence 4-6)
In the second phase of the program teacher candidates choose a concentration – Elementary Education, Special Education or Secondary Education. In this phase of the program candidates delve deeply into that concentration and begin to develop the knowledge and skills needed for that area of specialization within teaching and learning. In the fifth and sixth semesters of the program, candidates continue to hone their knowledge, skills and dispositions of teaching and learning at their specific grade or age level and within particular content areas. They learn the importance of teaching reading and literacy skills across grade levels and content areas and how to use data to inform instruction. Candidates also broaden their scope of teaching to incorporate a global framework and engage their students in service to the local community as they make global connections.

Phase 3: Specialization (Sequence 7-8)
In the final phase of the program teacher candidates participate in an extensive internship in a single school. In the first part of the internship (Sequence 7), candidates spend up to three days in the school and in the second part of the internship (Sequence 8) candidates are in the school five days a week. This allows them to become immersed in the school, classroom instruction, and day-to-day operations during the first semester. Candidates take on full-time responsibility for the classroom(s) in Sequence 8. This offers a unique opportunity for candidates to make an impact on the lives of children and their families at this early stage in their career.

PLC Expectations
Another important feature of the (undergraduate) program is having candidates participate in a Professional Learning Community (PLC). Within their PLCs, teacher candidates are expected to: (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to the program’s Enduring Understandings (EUs) and dispositions. Candidates come together to make meaning of the learning taking place in modules and sequences; the knowledge acquired through this collaboration is used to guide future problem-solving in later school and community-based experiences.

TLLSC Enduring Understandings
Candidates will understand that effective educators …

1. reflect and carry out the School of Education’s mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. (Illinois Professional Teaching Standards (IPTS) 1, 3, 9)

2. engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students. (IPTS 4, 8, 9)

3. use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments, and instructional strategies to meet the individual needs of students. (IPTS 3, 5, 7)
4. use data to drive instruction and assess teaching and learning effectiveness. (IPTS 7)

5. apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families. (IPTS 9)

6. apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. (IPTS 1, 2, 5)

7. hold high expectations and build on the assets of diverse students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, gender identity). (IPTS 1, 3)

8. explicitly integrate the teaching of reading, writing, communication and technology across content areas. (IPTS 5, 6, 8)

9. create and support safe and healthy learning environments for all students. (IPTS 4)

10. utilize information from theories and related research-based practices when making decisions and taking action in their professional practice. (IPTS 2)

11. maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement. (IPTS 2)

**TLLSC Dispositions**

The TLLSC program has as part of its requirements a set of professional dispositions defining certain behaviors, attitudes and perspectives as expectations of the program and the field of teaching. By nature, some of these dispositions address matters of personal choice and representation. These dispositions do not purposefully infringe on students’ to make specific personal choices, but rather define a professionally acceptable range for their considerations. Instructors of TLLSC courses are required to assess each student on the dispositions identified for each course and thereby, have the responsibility of determining and addressing any issues pertaining to those expectations. In doing so, instructors are providing guidance and feedback to encourage the professional development of students within university, clinical and professional school settings relevant to the TLLSC program and not beyond. Dispositions are monitored and candidates are evaluated on dispositions every semester.

The teacher candidate commits to appropriate professional and interpersonal behaviors by…

| D1 | demonstrating that teaching is a complex practice with inherently political and ethical implications (9F) |
| D2 | engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9I) (International Baccalaureate (IB)) |
| D3 | valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9J) (IB) |

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<table>
<thead>
<tr>
<th>D4</th>
<th>demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9F) (IB)</th>
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<tr>
<td>D5</td>
<td>participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9G) (IB)</td>
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<td>D6</td>
<td>collecting and analyzing community, school, family, and student data to guide educational decision making. (1E) (IB)</td>
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<td>D7</td>
<td>valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9D, 9F) (IB)</td>
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<td>D8</td>
<td>demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9A, 9B) (IB)</td>
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<tr>
<td>D9</td>
<td>demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)</td>
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<td>D10</td>
<td>maintaining one’s own intellectual, emotional and physical well-being to effectively fulfill one’s professional responsibilities. (4A) (IB)</td>
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<td>D11</td>
<td>implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)</td>
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<tr>
<td>D12</td>
<td>demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)</td>
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<tr>
<td>D13</td>
<td>demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful.</td>
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<tr>
<td>D14</td>
<td>demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.</td>
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<tr>
<td>D15</td>
<td>valuing and promoting curiosity, creativity, and life-long learning in students. (IB)</td>
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<tr>
<td>D16</td>
<td>demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)</td>
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<tr>
<td>D17</td>
<td>demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.</td>
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University and School of Education Policies

All teacher education candidates are responsible for the academic policies and procedures of the university and school. The academic appeal process exists for students to request an exception to an academic policy or procedure in Loyola’s Teacher Preparation Program. It is the teacher candidate’s responsibility to read and understand all of the policies related to the exemption they are seeking, to submit all information in a timely manner, and to be aware of any and all deadlines that could be affected by the decision. Candidates must use the TLLSC appeals form to when requesting an exemption from an academic policy.

Roles and Responsibilities of Teacher Candidates in TLLSC

Professionalism

- Participation in TLLSC includes a deep commitment to the education of children. At times, this will require you to go beyond the scheduled course expectations.
- Teacher candidates need to maintain a professional attitude in regard to all activities undertaken during all modules including appropriate dress, speech, and personal habits. Particular care should be taken with the rights of privacy of children and parents/guardians. When a candidate is unsure of the procedure to be followed in a given situation, the candidate should consult Loyola faculty or professional partners.
- Be aware of issues related to the safety of children. This includes learning about universal precautions in the event of blood related injuries, knowing where the school nurse is located, and how to obtain assistance when needed. Keep a watchful eye on students in order to prevent injury to themselves or others.
- Connect with the school and local community. Seek opportunities to become involved in all school/community organization activities and functions.
- Actively seek and participate in professional organizations and activities that are outside of course or program requirements. Find additional opportunities in your communities or become a student member of a professional education association.
- Think and act like a teacher. Integrate and assimilate material learned into module experiences. Promote and maintain a high level of integrity in the practice of the profession.
- Take initiative in the classroom or community site in which you are working. Recognize the value of this opportunity and do not wait for others to suggest ways to become involved or to help. Seek opportunities to go beyond what is required of you.
- Treat all children with respect. Act professionally even in situations which may be difficult or stressful. Refer to children in the classroom/community organization professionally as “students” or in a manner consistent with the cooperating professional.
- Maintain a professional distance from the children. Do not become buddies. Refrain from sharing personal information. Avoid use of Social Networking sites!
- Respect all of the school/community organization rules and regulations. Understand the impact of your words and actions and serve as a role model for the students.
- Exercise good judgment in grooming and personal appearance. Dress in a professional manner, so as to be respected and taken seriously by students, parents, teachers, administrators and other professionals. Conform to the established dress code for the professional staff of the school/district/community organization in which you are placed.
- Ensure you have proper identification on you at all times. Your Loyola Student ID must be worn on a lanyard and visible at all times during module experiences.

Communication

- Model high-level communication skills. Communicate in a professional manner with students, parents, faculty, administrators, and other cooperating professionals. Proofread and edit all written communications.
- Discuss all module content and expectations with your professors and co-teacher educators (e.g.,
classroom teachers, community program directors). All module assignments should be completed with the support and collaboration of co-teacher educators to positively impact the students and curriculum.

- It is the responsibility of teacher candidates to ask professors and co-teacher educators for extra help with concepts, projects, or particular module experiences when necessary.
- It is also the responsibility of teacher candidates to inform professors of any special learning needs or required accommodations.

Clinical Site Selection
The field-based nature of the TLLSC program requires that the clinical placements are made based on the objectives of the modules and the availability of partnership sites. These clinical sites are also selected with consideration of students' schedules to ensure they have time to return to campus for classes. Considerable time and care go into selecting sites whose programming and student population closely align with the focus of the modules and to ensure that the school/community site is able to meet those needs for a given section of students. Because of the sensitive nature of all of these issues, candidates will not be permitted to make changes to their clinical placements.

Attendance
Because TLLSC is a field-based program that takes place primarily in school and community settings, regular attendance is both essential to ensuring your success as a teacher candidate and to respecting the work that goes on in schools and community organizations. As a teacher candidate embedded in authentic education experiences, missed class sessions in any module are difficult to "make up", as these experiences cannot be recreated by getting notes from a classmate or by meeting with the professor. Many of the modules also require consistent attendance in a single classroom, school, or community program, and so having teacher candidates absent or tardy affects the daily flow of activities in that setting, and therefore also directly affects both the educators and students at work in that setting. As a result, a high degree of professionalism is expected of candidates. Candidates should note that excessive absences and/or tardiness may result in having to re-take a module or full sequence. To ensure your success in the TLLSC program, abide by the following guidelines:

- Arrive promptly and maintain an excellent attendance record. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school/community professionals. Ask your professor and co-teacher educator(s) how they wish to be contacted regarding any special circumstances.
- If a scheduled absence cannot be avoided, make arrangements and notify everyone involved before that absence. Inform your professor and co-teacher educator(s) ahead of time – by phone message or email if possible – if you must be absent.
- If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a module session, it is necessary to contact your professor.
- Assignments are due on the dates listed on module syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Roles and Responsibilities of Co-Teacher Educators in TLLSC

- Openly collaborate with and communicate with both LUC teacher candidates and university faculty through continuous dialogue regarding practice.
- Orient teacher candidates to the curriculum and/or educational program in the classroom, school, or community organization in which they work by participating in conversations, interviews, and group panels.
- Open the classroom, school, or community setting to teacher candidates’ observations of instructional techniques, routines and policies, as well as interactions taking place within that setting.
- Share curricular, instructional, and assessment tools and resources used within the setting.
- Model essential professional behaviors as teacher candidates shadow and observe planning, instruction, communication with students and other educational stakeholders, as well as performing other professional responsibilities.
- In conjunction with teacher candidates, develop, examine, and adapt classroom/school/institution policies and practices; design and execute instructional lessons, units and/or programs; and assess the impact of these efforts on students' learning.
- Examine, reflect upon, and discuss findings from teacher candidates’ assessments (i.e.
• structured observations, case studies, action plans) while considering the recommendations given for practice; provide feedback on teacher candidates’ work; and use relevant and appropriate findings to inform future planning, instruction, and/or classroom/school/institution policies.

• Debrief with teacher candidates following experiences (such as observations using structured protocols, teaching lessons, interacting and/or working with students) and provide feedback on teacher candidates’ performance.

Roles and Responsibilities of LUC University Faculty in TLLSC

• Openly collaborate with and communicate with both teacher candidates and co-teacher educators through continuous dialogue regarding the TLLSC program tenets (such as the EUs and dispositions), the requirements and expectations for specific sequence/module experiences, as well as essential issues regarding practice and the teaching profession.

• Orient teacher candidates to the curriculum and/or educational program in the classroom, school, or community organization by helping to build necessary background knowledge, as well as organizing and/or encouraging conversations, interviews, shadowing experiences, and group panels with co-teacher educators and other stakeholders.

• Guide teacher candidates in observing instructional techniques, routines and policies, as well as interactions taking place within classrooms, schools, or community settings, and in connecting those observations with relevant sequence/module content, including appropriate learning and developmental theories.

• Provide teacher candidates with appropriate curricular, instructional, and assessment tools and resources relevant to the sequence/module content and the classroom, school, or community setting in which they are working.

• Aid teacher candidates and co-teacher educators in collaborating to develop, examine, and adapt classroom/school/institution policies and practices; design and execute instructional lessons, units and/or programs; and assess the impact of these efforts on students’ learning.

• Aid teacher candidates in continuously connecting their experiences in classrooms, schools, and community organizations with their prior experiences, relevant sequence/module content, and sequence/module assessments.

• Examine, reflect upon, and discuss findings from teacher candidates’ assessments (i.e. Structured observations, case studies, action plans) with them while providing feedback on this work. Aid teacher candidates in communicating their recommendations for practice to co-teacher educators in a professional manner.

• Debrief with teacher candidates following experiences (such as observations using structured protocols, teaching lessons, interacting and/or working with students) and provide feedback on teacher candidates’ performance.

• Continuously assess and provide feedback to teacher candidates on how they exhibit professional behaviors and dispositions as they observe, plan, instruct, interact with students, co-teacher educators, and other educational stakeholders, as well as perform other professional responsibilities.

Candidate Assessment

Each module and sequence provides opportunities for teacher candidates to receive ongoing feedback on their dispositional growth and academic performance.

• Teacher candidates are regularly assessed on their progress on the program’s enduring understandings, knowledge, skills, and dispositions. These are aligned to each module and sequence.

• Teacher candidates are also assessed on the School of Education’s Conceptual Framework Standards. These standards are aligned with sequence summative assessments.

• All modules have a series of assessments. Final grades for modules are not entered until the end...
of the semester, since the sequence summative assessment is a part of each module’s final grade.

- There is a common grading scale used in all TLLSC modules:

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
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<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>62% and Below</td>
<td>F</td>
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- Each module focuses on several professional dispositions (see pages 6 and 7 of this document). In each phase of the program – exploration, concentration and specialization – faculty will assess candidates on their progress on these dispositions. This represents a growth-based approach to the assessment of candidates. In the exploration phase, we expect candidates to demonstrate competency at beginning levels. In the concentration phase, we will look for candidates to have made growth and to demonstrate competency in the developing range. In the final phase, specialization, candidates should demonstrate dispositional growth at mastery levels. The specific dispositions for each module will be listed on the syllabus. These dispositions and the rubrics with expected behaviors for each developmental stage can also be found in LiveText.

- Beyond the ongoing feedback of the disposition assessments offered in each module, there are specific procedures taken when a faculty member has a significant concern as to the abilities and educational dispositions of a candidate. These procedures are provided on the Loyola website and outlined on pages 14 and 15 of this handbook: http://www.luc.edu/media/lucedu/education/pdfs/teach_clinical-review-guidelines.pdf

LiveText

All teacher candidates must maintain access to a LiveText account for program assignments and resources. Information regarding LiveText access and account information is provided at: https://c1.livetext.com/aboutus/

Course Evaluations

At the end of each module, teacher candidates will be asked to evaluate their experience in that module and offer feedback to the instructor. As with all courses, this will be done online.
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General Information

Orientation Advising
Candidates must meet with an advisor for the Office of Student Academic Services prior to enrolling for their first semester. This first advising session will cover the handbook, transcript evaluation, and registration. Students may see an advisor in the Office of Student Academic Services in future semesters to discuss transcript questions or general advising if their faculty advisor is not available.

Faculty Advising
Students will be assigned a faculty advisor during the general orientation advising session. Students should meet with their advisor at least once per semester.

Email and Correspondence
The School of Education sends out notices to Loyola email accounts only. Candidates are required to use and frequently check their Loyola email.

Residency Requirements
Ordinarily, all course work for a Master’s degree must be completed at Loyola University. However, up to six semester hours of graduate credit from other institutions may be accepted toward a degree with advisor approval. The candidate is responsible for completing any necessary paperwork for transfer credit.

Graduation from the University
Candidates are required to apply for graduation at least one semester prior to the expected date of graduation. Students declare their intent to graduate in LOCUS. Instructions are located at http://www.luc.edu/regrec/graduation.shtml

University Billing
The university has an electronic billing system. The e-Bill is a snapshot in time of how an individual student financial account appears on the day it is generated. Students with account balances are notified monthly to review their LOCUS accounts at: www.luc.edu/locus where they also will find their e-Bills. For more information: http://www.luc.edu/bursar/ebilling/index.shtml.

Financial Assistance
For information on financial aid loans and awards available to M.Ed. teacher candidates, consult with Loyola University Chicago’s Student Financial Assistance Office;

Revised 5.21.18
Student Insurance
Loyola University Chicago's Board of Trustees requires that all undergraduate students enrolled for 12 or more credit hours and all graduate and professional students enrolled for 8 or more credit hours (or registered for thesis or dissertation supervision) at the start of fall semester have individual health care insurance. If you meet the enrollment criteria above, you will be enrolled automatically in Loyola's Health Care Plan for Students and your account will be billed accordingly. If you are covered under your parent's medical insurance plan, or have an individual policy in place, then you must complete a waiver to opt out the plan to avoid unwanted charges on your tuition bill. The deadline for waiving the Health Care Plan for Students varies by student classification. For more information about the Loyola Health Care Plan for students, please use the following link:
https://www.hthstudents.com/group/waiver/waiver_intro.cfm?id=luc0012005xpw

Licensure Requirements

1. All candidates must pass and submit an Illinois State Police Criminal Background Check prior to their first clinical experience. For more information go to the following website: http://www.luc.edu/education/academics_IL-endorsement_background.shtml

2. Candidates are required to earn a minimum G.P.A. of 3.0. A grade of “B” or better is required for all graduate classes. If a candidate earns two “C+s” or lower in their graduate work they will be required to meet with the Program Chair who in consultation with the Teacher and Learning Program will determine if the candidate will be allowed to continue at Loyola in the Teacher Preparation Program. All courses used to satisfy licensure requirements must be a “C” or better. This includes all general education, content area, and education major coursework.

3. To be licensed by the State of Illinois, candidates must receive passing scores on the following assessments required by the Illinois State Board of Education:
   1) a test of academic proficiency (TAP),
   2) a subject matter test in the major discipline and
   3) edTPA, the education Teacher Performance Assessment
   4). Special Education candidates are required to pass the Special Education General Curriculum Test, prior to issuance of the license.
   5). Oral Proficiency Interview (OPI), Foreign Language candidates are required to pass the interview as an admission requirement

Students must submit a passing score on the TAP test prior to the end of their first semester at Loyola University Chicago. The subject matter test is a prerequisite for student teaching/practicum, except for students in the Master's degree program in secondary education who must submit a passing score on the appropriate content exam prior to the end of their first semester. The edTPA is required to receive a Professional Educator License by the Illinois State Board of Education. Out of state candidates who are applying for a subsequent license in Illinois must pass the Illinois TAP whether or not it was waived for an initial license.

4. When licensure requirements have been fulfilled, the candidate must complete an Application for Entitlement. Applications are available from the Office of Student Academic Services. The process for licensure is explained at a seminar during student teaching internship.

Continued on next page
Student Teaching Internship Application Process for
Elementary, Secondary, and Special Education

1. Attend the Group Informational Meeting: The Group Informational meeting is held prior to the application deadline. This meeting is MANDATORY. Candidates are responsible for checking their Loyola email account for the dates and times of this meeting. At this meeting the application process will be reviewed.

2. Complete the Student Teaching Application. Applications can be obtained online at: http://www.luc.edu/education/resources/forms/
   Click on Teacher Preparation to view available applications.

3. Submit your Student Teaching Internship Application to: studentteaching@luc.edu
   Applications will be received and reviewed by:
   Loyola University Chicago, School of Education
   Director of School and Community Partnerships
   820 N. Michigan, Lewis Towers- Room 1002
   Chicago, IL 60611

   Applications must be submitted in accordance with the following program deadlines:
   ● Elementary and Special Education M.Ed. Candidates for Fall/Spring Internships
     o October 1st one year prior to your student teaching experience
   ● Secondary M.Ed. Candidates for Spring/Summer Internships
     o June 15th Six months prior to your student teaching experience

4. The Director for School and Community Partnerships will consider available partner sites, along with partner school needs, content area, grade level, specialization, program requirements, candidate academic record and dispositions and other necessary factors in the process of seeking and assigning available and appropriate placements.

5. To be placed, teacher candidates must offer proof of meeting the following prerequisites:
   ✓ Passing Score on the Test of Academic Proficiency or acceptable ACT/SAT Score
   ✓ Passing Score on Content Area Exam(s) (Prior to Sequence 8)
   ✓ Pass Test of Oral Proficiency or Test of Language Proficiency (Admission requirement)
   ✓ Completed required coursework /clinical hours
   ✓ Current Criminal Background Check for Certification
   ✓ Current TB test Students must obtain a TB test that is current enough that it does not expire during the term of the internship placement. TB tests are only valid for one year.
   ✓ CPS Student Teaching Registration Packet (If Student Teaching within CPS)
   ✓ Register for the edTPA (Prior to Sequence 8)
REVIEW PROCEDURES FOR TEACHER CANDIDATES
(Revised 6/14)

Abilities and Dispositions of Teacher Candidates

Candidates in the School of Education are evaluated on their abilities and dispositions through four review procedures:
1. Clinical Performance Review,
2. Academic Performance Reviews
3. Program Faculty Semester Review and/or
4. Faculty Initiated

Each of these procedures can occur independent of the other or can be used together in evaluating a candidate’s performance.

Clinical Performance Review

The Clinical Performance Form is completed every semester on teacher candidates who are enrolled in a course with a clinical component by the faculty of that course. Faculty meets in their program areas to share information on candidates. If a candidate is identified as having a problem, a “TLLSC Disposition” form is completed by faculty who have supervised the candidate. A decision on how to handle the situation is part of the discussion. Note: If a situation arises in which there are concerns about a candidate’s actions/dispositions in a field placement, the appropriate dean will have the option of immediately withdrawing the pre-service candidate from the placement prior to convening the Clinical Performance Faculty Review Committee.

Academic Performance Review

Graduates: Grades are reviewed each semester for graduate students. Academic status letters are sent out on the following:
Warning—one or more low grades, GPA minimum of 3.0
Probation—failed to meet the required GPA of 3.0
Dismissal—failed to meet required 3.0 GPA for two consecutive semesters

Graduates: Program faculty formally review candidate’s academic performance in January. Letters are sent out indicating satisfactory or unsatisfactory progress. A similar review is done in May to review candidates who have two “Cs” in the graduate program. Candidates can be dismissed by the Associate Dean for Academic Program for unsatisfactory academic progress related to the required GPA or grades below C+.

Continued on next page
Faculty Initiated: Procedures for Formal Documentation of Teacher Candidate’s Performance

Step 1
When a faculty member has a concern as to the abilities and educational dispositions of a candidate, the faculty member will complete an “TLLSC Disposition.” form.

Step 2
The faculty member will present the concern to the TLLSC Program Chair, who will review the concern and recommend a course of action. If remediation is necessary, the candidate will be notified. Continuation in the program is contingent on the candidate’s successful completion of the remediation plan. The “TLLSC Disposition” form is in addition to the clinical assessment and academic performance review.

Step 3
Records created and/or submitted in relation to the “TLLSC Disposition” form document will be maintained in accordance with LUC’s Student Advising and Support Services (SASS) Student Records Policy and all other applicable policies and laws.

Monitoring of Identified Candidates

Step 1
The completed “TLLSC Disposition” form documents the action decided upon by the faculty and includes the designation of the person(s) responsible for following up with the student, the required action, and the timeframe.

Step 2
In the event that Step 1 did not resolve the issue or concern, it will be brought before the Teaching and Learning faculty for reconsideration. The faculty may choose to continue with the prior intervention, develop a new intervention, or consider dismissal from the program.

Step 3
If dismissal from the program is the determined course of action the student will receive a letter of dismissal from the Associate Dean for Student Academic Services of the School of Education. The candidate may appeal the decision in writing to the Dean. The appeal must be made within two weeks (14 calendar days) of the date of email notification of academic dismissal. The Dean of the School of Education will review the matters pertinent to this appeal and will provide a written decision to the candidate within 30 calendar days of the receipt of the written student request for an appeal. The decision by the Dean of the School of Education will be considered final.

Continued on next page
Professional Education License: Frequently Asked Questions

1. What types of Illinois State Board of Education approved programs are offered by Loyola University Chicago?
The School of Education offers the following approved programs:
   - Elementary 1-6
   - Secondary 9-12
   - Learning Behavior Specialist I Preschool - 21
   - Modern Languages K-12

2. What level of teaching credential will I have when I graduate from LUC?
Upon graduation, you will receive a Professional Educator License (PEL) with the earned endorsement(s).

3. Can I be licensed in Illinois by just taking courses?
No. You must be enrolled in an approved program that has an entitlement agreement with the Illinois State Board of Education.

4. What endorsements are included for Elementary Education?
A self-contained elementary general education endorsement for grades 1-6

6. What endorsements are included for Secondary Education (grades 9-12)?
Grades 9 - 12 endorsement in your major/content area

7. How do I add additional endorsements to an existing PEL?
Please refer to the Illinois Licensure, Endorsement, and Approval Requirements Guide
http://www.isbe.net/licensure/requirements/endsmt_struct.pdf

Qualifying Information Required for Certification
The information below is taken from the Illinois State Board of Education (ISBE) PEL 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 licensure in the state of Illinois.

When applying for your license, if you answer “yes” to questions 1-4 listed below, supporting documentation may be required by ISBE in order to evaluate your ability for license.

1. Have you ever had a license denied, suspended or revoked in Illinois or any other state?
2. Have you ever been convicted of a felony, or any sex, narcotics or drug offence in Illinois or any other state?
3. 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 and administered by that Department that was not subsequently resolved to the Department’s satisfaction?
4. Have you ever been indicated as a perpetrator of child abuse or neglect by a state agency responsible for child welfare? (Note: You must answer “Yes” to this question even if the report was removed from the State Central register due to expiration of the retention period, but you may answer “No” to the question if the finding was reversed on appeal.)
LICENSURE CHECKLIST
Graduate Teacher Preparation Candidates

Use this checklist to ensure that you have successfully completed all requirements necessary for recommendation for licensure. When all items are checked off, the Entitlement Form can be submitted to the Licensure Officer.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Date Completed</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test of Academic Proficiency TAP/Basic Skills or ACT/SAT waiver</td>
<td>Admission to the Program</td>
<td></td>
<td>$125 (TAP)</td>
</tr>
<tr>
<td>Content Exam – Secondary Education Majors</td>
<td>Admission to the Program</td>
<td></td>
<td>$86 - $135</td>
</tr>
<tr>
<td>Test of Oral Proficiency Interview</td>
<td>Admission to the Program</td>
<td></td>
<td>Admission Requirement</td>
</tr>
<tr>
<td>Foreign Language Majors Only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Exam – Elementary Education &amp; Special Education</td>
<td>Prior to Sequence 8</td>
<td></td>
<td>$86 - $153</td>
</tr>
<tr>
<td>Special Education General Curriculum</td>
<td>Prior to Sequence 8</td>
<td></td>
<td>$110</td>
</tr>
<tr>
<td>Special Education Majors Only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>edTPA (see edTPA related policies on pages 18-19)</td>
<td>Register prior to Sequence 8</td>
<td></td>
<td>$300 (edTPA only)</td>
</tr>
<tr>
<td>IB Certificate – apply directly to IB Elementary and Secondary Majors Only</td>
<td>After graduation</td>
<td></td>
<td>$300</td>
</tr>
<tr>
<td>No grades below C- for licensure courses</td>
<td>Throughout the Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major and Cumulative GPA 3.0</td>
<td>Throughout the Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Posted</td>
<td></td>
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</tr>
</tbody>
</table>

Educational Teacher Performance Assessment (edTPA)

The Educational Teacher Performance Assessment (edTPA) is a performance-based assessment embedded in the pre-service teaching experience. Its successful completion is a State requirement for licensure. This assessment is closely aligned to the National Board Certification Standards, Common Core Standards, IPTS Standards and the Charlotte Danielson Framework.

Teacher candidates need to register with Pearson for edTPA prior to registering for Sequence 8. Registration for Sequence 8 will be permitted once confirmation of registration for the edTPA has been received.

During Sequence 8, candidates will design, teach, video-tape, assess, analyze and reflect on a unit of study, within their credentialing area. The assessment will measure five interrelated dimensions of teaching:
1. Planning Task: evaluated based on the candidate’s lesson plan and instructional material, as well as the candidate’s own commentary
2. **Instruction Task:** evaluated based on 15-20 minutes of video of the candidate's actual instruction and the candidate's commentary.

3. **Assessment Task:** evaluated on the candidate's assessment of learning of the whole class and two focus students, as well as student work examples.

4. **Analyzing Teaching:** evaluated based on the candidate’s daily reflections and how they plan to adapt the lesson plans based on the observed student learning.

5. **Academic Language:** evaluated based on the candidate’s ability to expand students’ language repertoire for the content domain.

Candidates will be responsible for obtaining appropriate consent for any students involved in their completion of this assessment. Candidates must take an active role in:

- reviewing and understanding all rubrics, expectations and resources.
- communicating the requirement, timeline and expectations to co-teachers in detail.
- obtaining appropriate/timely consent using approved consent forms.
- independently managing the timeline, organization, preparation and implementation of their unit within their classroom.

**edTPA Retake Policy**

Candidates will be supported during the edTPA process in sequence 7 by their instructor and university coach and in sequence 8 by the university coach and a content specific faculty advisor. ISBE requires a minimum passing score for candidates to be entitled for licensure. If a candidate fails to pass the edTPA the following retake policy is in effect:

**Scenario 1:** A candidate fails to pass edTPA due to condition codes (e.g. not viewable video, corrupted Word document, etc)
- The candidate will correct the problem and immediately resubmit to Pearson. Assistance with video can be obtained through Digital Media Department.

**Scenario 2:** A candidate scores below the required minimum.
- The edTPA Coordinator, or other knowledgeable professional identified by the chair, will inspect the rubric scores and determine if the candidate needs to resubmit one task or resubmit all three tasks. If it is determined the candidate can improve to passing by resubmitting one task the edTPA coordinator, or designee, will advise the candidate which task to rewrite and resubmit.
- Please note edTPA states “All resubmitted materials other than the Context for Learning for the same class must reflect new artifacts and commentaries for planning, instructing, or assessment for student learning, and must not have been previously submitted for edTPA. Revised or edited versions of previously submitted materials may not be part of the retake submission”

**One Task Resubmission:** Since no feedback is given by graders at Pearson, the candidate will independently or in collaboration with the faculty advisor compare the individual rubric scores to the rubric descriptors. From this the candidate can determine what was lacking in their original response and guard against this happening in the resubmitted task. Assistance by the faculty advisor is limited in accordance with *Guidelines for Acceptable Candidate Support*
- The candidate should work to resubmit the task to Pearson during the sequence 8 internship semester.

**Full Assessment Retake:** If it is determined that the candidate should complete all three tasks it is suggested they choose a new learning sequence. The following supports will be provided:
- A seminar will be offered during summer session A that candidates are encouraged to take. This seminar will focus on the skills and abilities identified in edTPA such as academic language, formative assessment, data based decision making and elements of planning.
- The seminar will offer an evaluation of the candidates’ unsuccessful assessment in the form of asking probing questions about candidate’s draft edTPA responses or video recordings without providing direct edits of the candidate’s writing or providing candidates.
with specific answers. Assistance by the Instructor is limited in accordance with Guidelines for Acceptable Candidate Support

- A new clinical placement may be necessary for completing the edTPA assessment

LUC IB for Teacher Candidates – Med Candidates (Elementary and Secondary)

Policies and Procedures

The International Baccalaureate Organization has recognized the Bachelor of Science in Education and the Master of Education at Loyola University Chicago as meeting all the academic requirements of the IB certificate in teaching and learning in the Primary Years Programme (grades K-5), the Middle Years Programme (grades 6-10) and the Diploma Programme (grades 11 and 12).

Undergraduate and graduate teacher candidates in the School of Education enrolled in the elementary (grades 1-6) and secondary (grades 6-12) teacher preparation program areas have the following options given the licensure system in Illinois and the certification system of IB.

- All secondary education candidates are eligible to be IB certified - MYP or DP.
- All elementary candidates are eligible for IB certification – PYP or MYP
- To earn IB certification candidates must demonstrate the following:
  - Successful completion of TLLSC Phase 1 (sequences 1, 2 and 3), including the successful completion of the Sequence 3 summative assessment is required as one aspect of earning the IB certificate.
  - Successful completion of TLLSC Phase 2 (sequences 4, 5 and 6), including the successful completion of the Sequence 6 summative assessment is required as another aspect of earning the IB certificate.
    - Within Sequence 6, teacher candidates will also need to successfully complete module TLSC 451 in an IB World School in a PYP, MYP or DP programme.
      - Elementary candidates - PYP (1-5)
      - Middle School candidates – MYP (6-8)
      - Secondary candidates – MYP (9-10) or DP (11-12)
  - Successful completion of TLLSC Phase 3 (sequences 7 and 8 – one year internship) and successful completion of all requirements of the teacher preparation program at Loyola University Chicago is the final aspect of earning the corresponding IB certificate.
- During Sequence 6 Candidates will receive the IB Form A1: Enrolment and “The Letter for Candidates” in order to officially enroll for the IB teaching and learning certificate. The form is returned to the Associate Dean for Student Academic Services. All candidates’ enrolment forms are then sent to the IB office to be processed and registered.
- All registered candidates are provided access to the IB Online Curriculum Center (OCC). Upon submission of the IB certificate Enrollment Form, candidates will be notified by email of their OCC account details.
- Upon successful completion of the degree program, candidates may register for the corresponding IB educator certificate by submitting Registration Form B1 and paying a registration fee of $300 directly to the IB Office.
CERTIFICATE OF UNDERSTANDING
Graduate Teacher Candidates

I certify that I have read this document, along with all other relevant information describing the program requirements, and that I understand my role and responsibilities as a teacher education candidate. This includes:

- demonstrating the abilities and dispositions necessary for the successful completion of my professional education
- meeting all program and degree requirements
- staying up-to-date on any changes to the TLLSC Program Handbook
- adhering to the Academic Policies for Graduate Students
- that MEd elementary education candidates admitted summer 2015, must complete the program no later than September 1, 2017 to qualify for the K-9 license. This includes all deficiencies and state tests. If not, then they will be issued a 1-6 license, if new standards are met.

I believe that I have sufficient physical, intellectual, behavioral, and social capacity to take part in the required courses and fieldwork, and to develop appropriate dispositions for communicating, reasoning, and otherwise engaging in appropriate interactions with others. I understand that my development as a teacher candidate will be monitored continuously throughout the program and that I will be expected to engage in self-assessment of my own progress. If, at any point in my professional education program, program faculty judge that I am not making adequate progress in developing appropriate dispositions or that I do not have the capacity to take part in educational experiences, my status will be reevaluated by the faculty in my professional education program. I may be asked to engage in a program of remediation before I am allowed to continue in the program. If the problem is not judged amenable to remediation, I understand that I will not be allowed to complete the professional preparation program.

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Graduate Teacher Education Candidate’s Name Loyola ID Number

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Graduate Teacher Education Candidate’s Signature Date

A signed and dated copy of this page must be provided to the Teaching and Learning Program coordinator, and will be keep in the candidate’s records.