

# LOYOLA UNIVERSITY CHICAGO

The Master of Education Degree  
Teacher Licensure

STUDENT HANDBOOK



*Preparing people to lead extraordinary lives*

12/12/2014



## **The Master of Education Degree (M.Ed.)**

The Master of Education degree (M.ED.) in Elementary or Secondary Education with Professional Educator License and Endorsement are offered to encourage those with a bachelor degree and no previous teacher education background to enter the teaching profession at the elementary or secondary level.

The Master of Education degree (M.ED.) in Special Education is designed for the teacher with a Professional Educator License (PEL) with a teaching endorsement(s). Candidates without licensure complete a sequence of classes prescribed by their advisor.

The Master of Education degree (M.ED.) in Reading is designed for the for teacher with a Professional Educator License (PEL) with a teaching endorsement(s).. Candidates are required to have a PEL and two years of teaching experience.

The Master of Education degree (M.ED.) in School Technology with Professional Educator License and Endorsement is offered to encourage those with a bachelor degree and an interest in education and technology to enter the teaching profession as a licensed school technology specialist grades K-12.

The Master of Education degree (M.ED.) in Science Education is designed for licensed teachers who seek to add a middle grade general science endorsement while completing a master's degree.

The Master of Education degree (M.Ed.) in Middle School Mathematics is designed for licensed teachers who wish to add a middle grade mathematics endorsement while completing a master's degree.

The programs, which are administered by the Teaching/Learning Affinity Group, seek to provide professional preparation for competent scholarly leaders who understand theoretical and practical implications as encountered in varied curricular, instructional, and research situations. Graduates develop the ability to synthesize research and theory and apply it in ways that facilitate learning and implement change.

## General Information

### General 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.

### 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>

### Important People You Should Know in the School of Education:

Michael Dantley	<a href="mailto:mdantley@luc.edu">mdantley@luc.edu</a>	Dean
Dorothy Giroux	<a href="mailto:dgiroux@luc.edu">dgiroux@luc.edu</a>	Elementary Education Advisor
Janet Pierce-Ritter	<a href="mailto:jpierce@luc.edu">jpierce@luc.edu</a>	Associate Dean
Terry Pigott	<a href="mailto:tpigott@luc.edu">tpigott@luc.edu</a>	Associate Dean
Hank Bohanon	<a href="mailto:hbohano@luc.edu">hbohano@luc.edu</a>	Special Education Advisor
David Ensminger	<a href="mailto:densmin@luc.edu">densmin@luc.edu</a>	School Technology Advisor
Jim Breunelin	<a href="mailto:jbreunel@luc.edu">jbreunel@luc.edu</a>	Math Education Advisor
Robbie Jones	<a href="mailto:rjones7@luc.edu">rjones7@luc.edu</a>	Senior Academic Advisor
Ann Marie Ryan	<a href="mailto:aryan3@luc.edu">aryan3@luc.edu</a>	Teaching and Learning Program Director
Brigid Schultz	<a href="mailto:bschul1@luc.edu">bschul1@luc.edu</a>	Secondary/English Advisor
Kristin Davin	<a href="mailto:kdavin@luc.edu">kdavin@luc.edu</a>	Foreign Language Advisor
Lara Smetana	<a href="mailto:lsmetana@luc.edu">lsmetana@luc.edu</a>	Science Education Advisor
Vesna Cejovic	<a href="mailto:vcejovi@luc.edu">vcejovi@luc.edu</a>	Faculty Coordinator of Community and School Partnerships
Janell Hutcherson	<a href="mailto:jhutche@luc.edu">jhutche@luc.edu</a>	Program Coordinator

### University Billing

The university has moved to 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](http://www.luc.edu/locus) where they also will find their e-Bills. For more information <http://www.luc.edu/bursar/ebilling/index.shtml>.

## Who are we as a School of Education? *Professionalism in Service of Social Justice*

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.

Our students are both participants in our Loyola community and products of that community. We believe that students choose to join us because of the values that distinguish us from other universities' programs. Our value base arises from our Jesuit heritage. The first characteristic of Jesuit teaching is the sense of being "persons for others," a profound caring for every person and a 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 underlies 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 each client 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:

1. 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 in each possible decision: how does my action serve others?
2. Skills: Professionalism implies pride in the quality of one's work. Professionalism implies practice in the use of relevant skills to the point of having expertise. Professionalism implies having varied skills and being able to choose what skills to use based 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.

3. Knowledge: Just as professionals must have skills, they must also have knowledge. They must be able to benefit from all 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 subject 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.
4. Ethics: No amount of knowledge or skill 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.

Publications you may wish to read that will help you to understand more about Loyola's conceptual framework are the following:

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 American Jesuit Higher Education. In Proceedings of the Bannan Institute National Justice Conference. Accessed on December 12, 2014 at: [http://www.scu.edu/news/releases/1000/kolvenbach\\_speech.html](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.

## Requirements

1. 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 Director who in consultation with the Teacher Preparation Committee 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.
2. All candidates for licensure must complete supervised clinical field experience hours prior to Student Teaching. The professional education classes provide clinical experience hours for candidates. Clinical hours are during the day in addition to class time. See each program description for specific requirements.
3. To be licensed by the State of Illinois, candidates must receive passing grades on three tests prepared by the Illinois Licensure Testing System.

The three tests are:

- 1) a basic skills test, or the Test of Academic Proficiency
- 2) a subject matter test in the major discipline and
- 3) a test in the assessment of professional teaching at the grade level of the program entitled:
  - Early Childhood - APT Birth to Grade 3
  - Elementary – APT K-9
  - Secondary (except Foreign Language) – APT 6 – 12
  - Foreign Language and School Technology Specialist – APT K-12

Special Education majors are required to pass a fourth test, the Special Education General Curriculum Test, prior to issuance of the PEL.

Students have the opportunity to substitute the TAP with appropriate ACT or SAT scores from within the last 10 years. To see if you qualify go to [http://luc.edu/education/academics\\_IL-cert\\_test\\_rqmts\\_grad.shtml](http://luc.edu/education/academics_IL-cert_test_rqmts_grad.shtml)

Students must submit a passing score on the Basic Skills test or the Test of Academic Proficiency 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 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 Assessment of Professional Teaching is required to receive a teaching PEL by the Illinois State Board of Education. The Illinois State Board of Education allows five (5) attempts to pass each test.

*Out of state candidates who are applying for a subsequent endorsement in Illinois must pass the Illinois Basic Skills Test or Test of Academic Proficiency whether or not it was waived for a PEL.*

4. When licensure requirements have been fulfilled, the candidate must complete an Application for Licensure. Applications are available from the Office of Student Academic Services. The process for licensure is explained at a seminar during student teaching/practicum.
5. A Professional Portfolio is required for graduation and is to be submitted at the conclusion of the program. The components of the Professional Portfolio are the Impact on Student Learning Project and the Professional Practice Profile. Information regarding the portfolio can be found in the appendix.

6. The School of Education sends out notices to Loyola email accounts only. Candidates are required to use and frequently check their Loyola email.
  
7. In order to prevent any potential misinterpretations, the School of Education requests that you block access to, edit, or remove any personal webpages including *Facebook*.
  
8. All candidates must pass and submit an Illinois State Police and FBI Criminal Background Check within the first semester of enrollment. For more information go to the following website:  
[http://www.luc.edu/education/academics\\_IL-cert\\_background.shtml](http://www.luc.edu/education/academics_IL-cert_background.shtml)



## **M.Ed. in Elementary Education with Elementary Education**

The M.Ed. degree program in Elementary Education is designed for both recently matriculated graduates and experienced individuals from diverse professions. Graduates of the program will receive a PEL endorsed in grades K–9. An additional endorsement on the license is required to teach in grades 5–9. The program of study at Loyola qualifies students for a middle-grade endorsement upon completion of an approved area. Several university projects and community collaborations further the opportunities for students to be involved in a variety of educational experiences.

### *Sequence of Coursework for Elementary Education*

#### **Sequence of Courses for Fall Admits**

**Fall:** Day and/or evening

- CIEP 450 Educational Psychology
- CIEP 401 The Exceptional Child
- CIEP 446 Middle School Theory and Practice

**Spring:** Day and/or evening

- CIEP 421 Reading/Literacy Instruction
- CIEP 437 Strategies for Teaching Social Studies/Fine Arts
- CIEP 425 Classroom Assessment

**Fall:** Candidates attend full time morning or afternoon classes; clinicals at least 2.5 days in PDS school

- CIEP 438 Math for Elementary and Middle School Teachers
- CIEP 439 Teaching Science in Elementary and Middle School
- CIEP 423 Advanced Literacy Instruction in Content Areas

**Spring:**

- CIEP 562 Student Teaching
- ELPS 420 Philosophy of Education - Can be completed prior to student teaching

## M.Ed. in Elementary Education with Elementary Education (Continued)

### Sequence of Courses for Spring Admits

**Spring:** Day and/or evening

- CIEP 421 Reading/Literacy Instruction
- CIEP 437 Strategies for Teaching Social Studies/Fine Arts
- CIEP 450 Educational Psychology

**Summer:** Day and/or evening

- CIEP 401 The Exceptional Child
- CIEP 446 Middle School Theory and Practice

**Fall:** Candidates attend full time morning or afternoon classes; clinicals at least 2.5 days in PDS school

- CIEP 438 Math for Elementary and Middle School Teachers
- CIEP 439 Teaching Science in Elementary and Middle School
- CIEP 423 Advanced Literacy Instruction in Content Areas
- CIEP 425 Classroom Assessment

**Spring:**

- CIEP 562 Student Teaching
- ELPS 420 Philosophy of Education - Can be completed prior to student teaching

**Note:** Course numbers are subject to change.

### *Clinical Experiences (full-time students)*

Candidates participate in a one-year intensive clinical internship at an elementary school. This internship provides classroom experiences that begin with the first day of school under the mentorship of a licensed classroom teacher. During the fall semester, each candidate has the opportunity to observe and learn the routines and procedures of the classroom for 2.5 days each week. Candidates work together with the classroom teacher to provide instruction for individual students, as well as for small and whole group settings. The residency concludes with a 15-week student teaching experience during the spring term in the same school setting. ***Clinical Experiences (part-time students)***

Students who are enrolled in the part-time program complete clinical experiences during the semesters in which they are enrolled in courses that require practical applications of the content taught in the elementary school. Those enrolled in the part-time program must be available for clinical experiences in the morning or afternoon when schools are in session. The courses that have clinical hour requirements are:

CIEP 421	Reading/Literacy Instruction	15 hours
CIEP 423	Advanced Reading/Writing the Content Areas	15 hours
CIEP 437	Strategies for Teaching Social Studies/Fine Arts	20 hours
CIEP 438	Math for Elementary and Middle School Teachers	20 hours
CIEP 439	Teaching Science in Elementary and Middle School	20 hours
CIEP 446	Middle School Theory and Practice	15 hours

### *M.Ed. in Secondary Education with Secondary Licensure and Foreign Language K -12*

The M.Ed. degree program in Secondary Education is designed for both recently matriculated graduates and career changers. Graduates of the program will receive a PEL with endorsements for grades 6 - 8 and 9 - 12 in a subject area except those with a major in a foreign language (French, Italian, Latin and Spanish) will receive a K-12 endorsement). Several university projects and community collaborations further the opportunities for students to be involved in a variety of educational experiences.

#### *Sequence of Coursework for Licensure for Secondary Education*

##### Fall Admission:

Fall I: CIEP 469 Teaching and Learning in Urban Communities  
CIEP 450 Educational Psychology  
CIEP 414 Instructional Strategies for Diverse Populations

Spring I: CIEP 423 Advanced Reading & Writing in the Content Areas  
ELPS 420 Philosophy of Education in a Diverse Society  
CIEP M6\_ Subject Matter Methods

Fall II: CIEP 401 Exceptional Child  
CIEP 425 Classroom Assessment  
CIEP 446 Middle School Theory and Practice

Spring II: CIEP 458 Classroom Management  
CIEP 562 Student Teaching

##### Spring Admission:

Spring I: CIEP 469 Teaching and Learning in Urban Communities  
CIEP 450 Educational Psychology  
CIEP 414 Instructional Strategies for Diverse Populations

Fall I: CIEP 401 Exceptional Child  
CIEP 425 Classroom Assessment  
CIEP 446 Middle School Theory and Practice

Spring II: CIEP 423 Advanced Reading & Writing in the Content Areas  
ELPS 420 Philosophy of Education in a Diverse Society  
CIEP M6\_ Subject Matter Methods

Fall II: CIEP 458 Classroom Management  
CIEP 562 Student Teaching

## **M.Ed. in Secondary Education with Secondary Licensure (continued)**

### ***Clinical Experiences for Secondary Education***

Clinical experiences are designed to give students an opportunity to become involved in off-campus educational experiences, including guided observations, tutoring, attending school board meetings, observing classroom activities, conducting small group or whole class instruction, and judging academic contests. Although students may take courses during the day or evening, clinical field experiences are scheduled in the morning or afternoon during regular school hours.

Candidates complete a 15-week full-time student teaching experience.

Courses with clinical hours are:

CIEP 414	Instructional Strategies for Diverse Populations	15 hours
CIEP 423	Advanced Reading/Writing in the Content Areas	15 hours
CIEP 446	Middle School Theory and Practice	15 hours
CIEP 469	Teaching and Learning in Urban Communities	20 hours
CIEP M6_	Subject Matter Methods	35 hours

## M.Ed. in Special Education with LSBI Endorsement

The Learning Behavior Specialist I program prepares teachers to provide educational services for children and adolescents with disabilities. The program is non-categorical in philosophy and content to the maximum extent allowed by the new Illinois state guidelines for special education teacher Endorsement. The program curriculum covers the knowledge and skills of the Illinois State Board of Education Content Standards for Special Educators-Learning Behavior Specialist I (LSBI).

This degree is designed to ensure that candidates have the knowledge and skills necessary to meet the multiple and unique needs of students with learning, behavioral/emotional, mental, and/or physical disabilities at the elementary, middle, and high school levels. Teachers trained through a non-categorical model are better prepared to work with students' complex and multiple needs. The curriculum is designed to provide a special emphasis on integrating research and practice.

### Sequence of Classes

SUMMER I:    CIEP 425        Classroom Assessment

SUMMER II:   CIEP 451        Psychology of Learning

#### FALL:

CIEP 477        Academic Assessment & Interventions  
CIEP 478        Behavior Intervention: Assessment and Supports  
CIEP 511        Developmental Theories and Disabilities

#### SPRING:

CIEP 501        Exceptional Learner II  
CIEP 510        Accessing & Adapting the General Education Curriculum  
CIEP 479        School-Based Consultation

### (for licensed candidates only)

SUMMER:    CIEP 512        Special Education: The Profession  
                  CIEP 561        Practicum

### (for candidates who are not licensed)

FALL:        CIEP 512        Special Education: The Profession  
                  CIEP 563        Student Teaching

### Clinical Experiences

Clinical experiences in special education are designed with the following goals: (1) to provide candidates with the opportunity to apply and reflect upon Learning Behavior Specialist I course content and strategies; and (2) to develop skills as a practitioner by working in dynamic settings and receiving feedback from students, parents, community members, administrators, university personnel, and master teachers.

Candidates will be expected to complete a field-based project for each clinically-related course. The culminating experience for candidates is student teaching. Candidates with licensure and at least one year as the teacher of record will be allowed to student teach in the summer. Candidates without a license will participate in a full semester, fall or spring, student teaching. The experience for both activities will include exposure to primary and secondary students (the LBSI license certifies the teachers to work with students age 3–21).

## Candidates without a PEL for Special Education

Candidates admitted without a teaching license or who are deficient in specific regular education course work are required to complete classes to meet the general education requirements. These courses include:

Classroom Management  
Exceptional Child  
Introductory Methods  
Reading/Language Arts Methods  
Science Methods  
Math Methods

Many of these classes require clinical hours and must be completed to successfully pass the course. Although students may take courses during the day or evening, clinical field experiences are scheduled in the morning or afternoon during regular school hours. The courses that require clinical hours are:

CIEP 414	Instructional Strategies for Diverse Populations	15 hours
CIEP 421	Reading/Literacy Instruction	15 hours
CIEP 423	Advanced Reading/Writing the Content Areas	15 hours
CIEP 437	Strategies for Teaching Social Studies/Fine Arts	20 hours
CIEP 438	Math for Elementary and Middle School Teachers	20 hours
CIEP 439	Teaching Science in Elementary and Middle School	20 hours
CIEP 446	Middle School Theory and Practice	15 hours
CIEP 469	Teaching and Learning in Urban Communities	20 hours
CIEP M6_	Subject Matter Methods	35 hours

## **M.Ed. in Reading with Reading Specialist Endorsement**

The Reading Specialist program prepares individuals to become leaders in literacy instruction. The program is designed to provide three unique foci in graduate course work: teaching as research, writing as literacy, and serving as professionals who deliberately conceptualize social justice in teaching. Courses integrate these key components and offer students the content and skills necessary to provide leadership, quality instructional literacy strategies, and support services to K-12 educational institutions and various stakeholders in the use of reading and related communication systems.

### ***Sequence of Classes***

The M.Ed. in Reading is a cohort program. Classes must be taken in the sequence listed below.

#### Spring 2011

CIEP 429 Children's/Adolescent Literature

CIEP 452 Literacy Theory/Foundations

#### Summer 2011

CIEP 426 Analysis of Reading Materials

#### Fall 2011

CIEP 453 Emerging Literacy

CIEP 422 Assessing Literacy

#### Spring 2012

CIEP 424 Assessment, Diagnosis, and Evaluation in Reading

CIEP 430 Practicum I

#### Summer 2012

CIEP 454 Writing as Literacy

CIEP 428 Seminar: Development and Administration of Reading Programs

#### Fall 2012

CIEP 476 Research in the Teaching of Literacy

CIEP 456 Practicum II Leadership in Reading/Professional Development

### ***Clinical Experiences***

Students complete a series of field experiences that prepare them to become extraordinary literacy educators. These experiences will be integrated within each course and within each literacy field-site experience. The self-selected action research studies, practicum, and leadership training projects will provide multiple opportunities for candidates to select topics of inquiry that challenge them to improve their own literacy teaching while also improving the opportunities for teachers and students to become successful literacy teachers and learners. These field experiences will enable candidates to translate research into best literacy practice and to act with social justice in mind.

## Student Teaching Application Process for Elementary, Secondary, and Special Education

1. **Complete the Student Teaching Application. Applications can be obtained online at:**  
[http://www.luc.edu/education/resources\\_forms.shtml#teacher\\_prep](http://www.luc.edu/education/resources_forms.shtml#teacher_prep)

2. **Submit your Student Teaching Application to:**

Loyola University Chicago, School of Education  
Coordinator of Clinical Services  
820 N. Michigan, Lewis Towers- Room 1153  
Chicago, IL 60611

**Deadlines: Applications must be submitted one year in advance** of the semester you plan to student teach. The deadlines are:

- Fall or Summer Special Education Practicum, **OCTOBER 1<sup>st</sup>**
- Spring, **MARCH 1<sup>st</sup>**

3. **Attend the Group Interview Meeting**

The Group interview meeting is held 2-3 weeks prior to the application deadline. This meeting is **MANDATORY**. Candidates are responsible for checking their Loyola email account for the dates and times of these meetings. At this meeting, procedures for site requests and placements will be reviewed.

4. **Coordinator of Clinical Services will make student teaching placements.**

- Candidates will provide preferences for student teaching placement.
- Candidates may contact the Coordinator of Clinical Services for updates on their placement.
- Candidates are required to student teach all day, everyday for the entire semester. In addition, student teaching seminars will be held once a week.

### **Important Information**

M.Ed. Elementary Education candidates will student teach at the same site as the previous semester's clinical placement. The candidates will spend the clinical semester (fall) at the site in two different classrooms. During the student teaching semester (spring), the candidate will return to one of those classrooms to complete their student teaching.

### **Prerequisites**

- All major coursework must be completed prior to student teaching.
- Passing score on the Basic Skills Test or the Test of Academic Proficiency.
- Passing score on Content Area Test **prior** to student teaching/practicum.
- TB Test Results
- Background Check For more information, please go to: [http://www.luc.edu/education/academics\\_IL-cert\\_background.shtml](http://www.luc.edu/education/academics_IL-cert_background.shtml)
- CPS Student Teaching Registration Packet (if student teaching within CPS).

For further information about student teaching, please contact Ms. Lisa Vogt, Coordinator of Clinical Services, 312/915-7402 or [lvogt@luc.edu](mailto:lvogt@luc.edu).



# APPENDIX

## 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:

Lake Shore Campus  
Granada Center, Room 360  
(773) 508-3155

Water Tower Campus  
Lewis Towers, Room 609  
(312) 915-6639

### Teaching and Research Assistantships

These Assistantships are available annually in the Department of Curriculum, Instruction and Educational Psychology. The award includes tuition remission for a total of 24 semester hours of course work each semester, or for more than a total of six hours during the two summer sessions if they hold a summer appointment. Assistantships applications are available at the School of Education, Water Tower Campus.

## 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](https://www.hthstudents.com/group/waiver/waiver_intro.cfm?id=luc0012005xpw)

## STUDY IN ROME

Did you know that Loyola University Chicago has a campus in Rome, Italy?

Did you know that student teaching for elementary and secondary education candidates is a possibility for the fall semester?

Did you know that each summer the School of Education offers graduate courses in Rome during a two-week period in July?

For many graduate teacher candidates, one of the most memorable aspects of their academic program at Loyola is taking a course in Rome. Each course offered at Loyola's Rome campus by the School of Education is structured so that the city of Rome becomes part of the academic experience. Most participants stay at the residence hall on Loyola's campus, paying an extremely reasonable room charge especially given hotel rates in Rome.

For more information on study in Rome, do one of the following:

- Go to the School of Education's web site and look under special programs
- Send an email to Dr. Fine, the coordinator of the program: [jfine@luc.edu](mailto:jfine@luc.edu)
- Telephone Dr. Fine: 312-915-7022

## REVIEW PROCEDURES FOR TEACHER CANDIDATES

(Revised 12/07)

### 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, an "Abilities and Educational Disposition" form is completed by all 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

Undergraduates: Grades are reviewed each semester for undergraduates. Academic status letters are sent out on the following:

- Dean's List—3.5 GPA or higher
- Probation—failed to meet the required GPAs (cumulative and/or major)
- Dismissal—failed to make progress toward meeting the required GPA (overall and/or major)

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 close to 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 "C's" 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+.

### 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 “Abilities and Educational Dispositions Documentation Form.”

**Step 2**

The faculty member will present the concern to the Teacher Preparation affinity group, which 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 Abilities and Educational Dispositions form is in addition to the clinical assessment and academic performance review.

**Step 3**

Records created and/or submitted in relation to the Abilities and Educational Dispositions 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 “Abilities and Educational Dispositions Documentation 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 candidate will meet with the Program Director and Associate Dean of Student Services. The candidate may appeal the decision in writing to the Associate Dean of Academic Programs.

**Step 4**

The Associate Dean for Academic Programs will review the matters pertinent to this appeal and will provide a written decision to the candidate. The decision by the Associate Dean for Academic Programs will be considered final.



## Abilities and Educational Dispositions: Acknowledgement of Capacity for Professional Education

The Initial Teacher Preparation (ITP) programs at Loyola University Chicago requires that each candidate demonstrate the physical, cognitive, behavioral, and social capacity to engage in all aspects of the professional education program, including course and fieldwork, and to develop the communication skills and dispositions required of educational professionals. The essential abilities required by Loyola's professional education programs are in the areas of physical capacity, intellectual reasoning, the behavioral and social aspects of education, and communication. In the process of program completion, candidates will be required to learn, integrate, and apply a large amount of material and will interact with colleagues, students and their families on campus and in the field. LUC is responsible for ensuring that these learning experiences and interactions proceed appropriately and within acceptable time limits. Candidate characteristics are based on the ITP programs' conceptual framework, the Illinois State Board of Education Content Area Standards for Educators, and the National Council for the Accreditation of Teacher Education (NCATE). These characteristics will be monitored throughout a candidate's professional education program. Candidates are also encouraged to undergo self-assessments of their development as professional educators.

The purpose of this document is to ensure that potential students, *at the point of admission* into a program, understand that they must have the necessary *capacity* to develop appropriate abilities and educational dispositions. That is, students do not have to demonstrate those abilities and dispositions at admission, but must be capable of acquiring them. Applicants to professional education programs must read and acknowledge their understanding of this document in order to be considered for admission. During the application process, evidence of a lack of capacity may be cause for denial of admission. Such evidence may become available through the application materials, letters of recommendation, or interviews.

*Throughout the educational program*, evidence of lack of progress in developing appropriate abilities and dispositions may be cause for further evaluation at the discretion of teacher education faculty and administrators. Such evidence may come through course work and interactions with faculty and other students, observations, field experiences, or other assigned work. Further evaluation may entail an interview/examination by a physician or psychologist of the program's choice. Candidates who have been further evaluated may be required to successfully complete a program of remediation. If the problem is not judged amenable to remediation, a candidate will not be allowed to complete the professional program.

**Criteria:** Students matriculating in and graduating from LUC professional education programs must be able to meet the requirements of the program and must not pose a threat to the safety and well-being of their colleagues, students and their families, faculty, staff, or themselves. Therefore, the ITP programs have determined that students must have the capacity to perform the essential functions listed in Sections I through IV below.

### I. PHYSICAL CAPACITY

*Candidates must have sufficient stamina, sense of vision, hearing, and touch to:*

- A. Attend classes, fieldwork and other educationally related events and be punctual.

- B. Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
- C. Observe students accurately at a distance and close at hand; observation necessitates the functional use of the senses of vision and hearing, and is enhanced by the functional use of the senses of smell and touch.
- D. Perform the customary techniques used during instruction, such as visual assessment of student engagement and the management of a safe and orderly classroom environment.
- E. Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, Open Houses, and other assigned duties.

## II. INTELLECTUAL REASONING

*Candidates must have sufficient conceptual, integrative, and quantitative abilities and skills to:*

- A. Master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty.
- B. Comprehend, memorize, calculate, analyze, integrate and synthesize material in a timely manner appropriate to the practice of teaching.
- C. Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- D. Understand the central concepts, tools of inquiry (e.g., observation, documentation, interpretation), and structures of the disciplines and create learning experiences that make these aspects of subjects or content knowledge meaningful for students.
- E. Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experience.

## III. BEHAVIOR AND SOCIAL ABILITIES

*Candidates must possess the behavioral and social abilities to:*

- A. Fully utilize intellectual abilities; exercise good judgment and show emotional stability.
- B. Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situation at a level appropriate to the field of teaching.
- C. Work calmly and demonstrate flexibility under stress (e.g., work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety in emergencies, and accept constructive review of work from supervisors).
- D. Accept constructive criticism in a professional manner.
- E. Develop positive and mature relationships with colleagues, and with students and their families, treating all individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others.
- F. Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher's job.
- G. Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
- H. Recognize personal strengths and limitations.
- I. Deeply committed to the teaching profession, sincere interest and enthusiasm for teaching

#### IV. COMMUNICATION

*Candidates must have sufficient verbal and written communication skills to:*

- A. Actively seek opportunity to work with peers, relates easily and positively with peers, works well in group situations and shares responsibility
- B. Communicate with, understand and observe colleagues and students and their families in order to conduct conferences, interviews, elicit information, describe changes in mood, activity, posture, and receive and analyze non-verbal communications.
- C. Explain important principles and concepts delineated in professional, state, and institutional standards (e.g., school district policies and standards, school policies and practices). Communicate with people so as to make assessments and plans known to others including colleagues and students and their families.
- D. Communicate effectively, efficiently and sensitively with colleagues and with students and their families regardless of their gender, race, life-style, religion, or cultural and social backgrounds.
- E. Communicate concepts, assignments, evaluations, and expectations with members of the learning community.
- F. Read, write, speak, and understand English at a level consistent with successful course completion, having the ability to communicate with colleagues and with students and their families.

#### V. **Procedures for Formal Documentation of Teacher Candidate's Performance**

When a faculty member has a concern as to the abilities and educational dispositions of a candidate, the faculty member will complete an Abilities and Educational Dispositions Documentation Form. The faculty member will present the concern to the Teacher Preparation affinity group, which 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 Abilities and Educational Dispositions form is in addition to the clinical assessment

Records created and/or submitted in relation to the Abilities and Educational Dispositions 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.

Form was developed by UIC with permission to use.

## Abilities and Educational Dispositions: Assessment of Capacity for Professional Education

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Criteria Checklist:** Check areas of concern and indicate a recommendation for action.

Criteria	Concern	Recommendation	
		Monitor	Remediation
<b>I. PHYSICAL CAPACITY:</b> <i>Candidates must have sufficient stamina, sense of vision, hearing, and touch to:</i>			
A. Attend classes, fieldwork and other educationally related events and be punctual.			
B. Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.			
C. Observe students accurately at a distance and close at hand; observation necessitates the functional use of the senses of vision and hearing, and is enhanced by the functional use of the senses of smell and touch.			
D. Perform the customary techniques used during instruction, such as visual assessment of student engagement and the management of a safe and orderly classroom environment.			
E. Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, Open Houses, and other assigned duties.			

<b>II. INTELLECTUAL REASONING</b> <i>Candidates must have sufficient conceptual, integrative, and quantitative abilities and skills to:</i>			
A. Master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty.			
B. Comprehend, memorize, calculate, analyze, integrate and synthesize material in a timely manner appropriate to the practice of teaching.			
C. Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.			
D. Understand the central concepts, tools of inquiry (e.g., observation, documentation, interpretation), and structures of the disciplines and create learning experiences that make these aspects of subjects or content knowledge meaningful for students.			
E. Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experience.			



<b>III. BEHAVIOR AND SOCIAL ABILITIES</b> <i>Candidates must possess the behavioral and social abilities to:</i>			
A. Fully utilize intellectual abilities; exercise good judgment and show emotional stability.			
B. Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situation at a level appropriate to the field of teaching.			
C. Work calmly and demonstrate flexibility under stress (e.g., work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety in emergencies, and accept constructive review of work from supervisors).			
D. Accept constructive criticism in a professional manner.			
E. Develop positive and mature relationships with colleagues, and with students and their families, treating all individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others.			
F. Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher's job.			
G. Accurately perceive a wide range of interpersonal cues from others and respond appropriately.			
H. Recognize personal strengths and limitations.			
I. Deeply committed to the teaching profession, sincere interest and enthusiasm for teaching			

<b>IV. COMMUNICATION</b> <i>Candidates must have sufficient verbal and written communication skills to:</i>			
A. Actively seek opportunity to work with peers, relates easily and positively with peers, works well in group situations and shares responsibility			
B. Communicate with, understand and observe colleagues and students and their families in order to conduct conferences, interviews, elicit information, describe changes in mood, activity, posture, and receive and analyze non-verbal communications.			
C. Explain important principles and concepts delineated in professional, state, and institutional standards (e.g., school district policies and standards, school policies and practices). Communicate with people so as to make assessments and plans known to others including colleagues and students and their families.			
D. Communicate effectively, efficiently and sensitively with colleagues and with students and their families regardless of their gender, race, life-style, religion, or cultural and social backgrounds.			

E. Communicate concepts, assignments, evaluations, and expectations with members of the learning community.			
F. Read, write, speak, and understand English at a level consistent with successful course completion, having the ability to communicate with colleagues and with students and their families.			

Loyola University Chicago  
Professional Practice Profile  
Impact on Student Learning Project

Each student teacher candidate seeking licensure through the School of Education at Loyola University Chicago must complete a Professional Practice Profile and Impact on Student Learning Project that demonstrates expertise in content areas and pedagogy as well as reflection on classroom and clinical experiences. The purpose of these two professional requirements is to demonstrate evidence of competence in both education and/or the content area as well as to meet university, national and state professional teacher preparation standards.

Members of the Teaching and Learning faculty evaluate both products to determine whether a candidate can be approved for licensure.

Professional Practice Profile

[http://www.luc.edu/education/pdfs/teach\\_professional\\_practice\\_profile.pdf](http://www.luc.edu/education/pdfs/teach_professional_practice_profile.pdf)

The Professional Practice Profile consists of two components: 1) An essay on the conceptual framework of the School of Education, *Professionalism in Service of Social Justice* and 2) a reflection on collaborative relationships in education.

1) Essay on the Conceptual Framework

This essay addresses what it means to be an educator in service of social justice and the critical areas of service, skills, knowledge, and ethics. The essay should 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?

2) Essay on Collaborative Relationships

This essay should be a reflective statement that demonstrates understanding of the role of community in education and how the student teacher has developed collaborative relationships with colleagues, parents/guardians, and the larger community to support student learning and well-being. The essay should 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?

Impact on Student Learning Project until Fall 2014

[http://www.luc.edu/education/pdfs/teach\\_impact-stud-learn-project.pdf](http://www.luc.edu/education/pdfs/teach_impact-stud-learn-project.pdf)

The Impact on Student Learning Project is implemented during the student teaching semester and provides the opportunity to connect the many components of the assessment process through the creation and implementation of an instructional content area unit plan and assessment plan. The purpose of this assignment is to determine the degree of impact on student learning.

The Impact on Student Learning Project consists of five sections:

1. Educational Context;
2. Unit Learning Goals, Standards and Learning Objectives;
3. Assessment Plan;
4. Assessment and Analysis of Learning Outcomes;
5. Reflection on Teaching and Learning.

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

Beginning Spring 2015, the Illinois State Board of Education will require passage of the Educational Teacher Performance Assessment (**edTPA**). This will replace the Impact Project.

The Educational Teacher Performance Assessment (edTPA) is a subject area specific performance based assessment that preservice teachers complete during student teaching. Twenty-four states plus the District of Columbia comprise the Teacher Performance Assessment Consortium (TPAC), which includes representatives from state education agencies and more than 140 institutions of higher education.

Candidates are asked to provide evidence of teaching competence using a subject specific learning sequence of 3-5 consecutive lessons for one class of students. Assessment artifacts include lesson plans, video clip of instruction, student work samples, analysis of data relative to student learning, and reflection. Candidates must demonstrate the ability to differentiate instruction for diverse learners, including English language learners and students with disabilities.

This assessment is closely aligned to National Board Certification Standards, Common Core Standards, IPTS Standards, SPA Standards and the Charlotte Danielson Framework. Within credentialing areas the standardized assessment measure five interrelated dimensions of teaching:

1. Planning Task: which is evaluated based on the candidate's lesson plan and instructional material, as well as the candidate's own commentary
2. Instruction Task: which is evaluated based on a 15-20 minutes of video of the candidates actual instruction and the candidates commentary
3. Assessment Task: This is 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: which is 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: which is evaluated based on the candidate's ability to expand students' language repertoire for the content domain.