

Academic Coaching Internship in High Schools

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Course Description: This course offers college students an internship opportunity working with at-risk freshmen in/from Chicago's chronically underperforming high schools. Students will serve as Academic Coaches working in small teams on Saturday mornings at one of three different school sites. **Requirements:** Students must have sophomore status or higher, present an unofficial transcript verifying a minimum 3.0 GPA, commit to full academic year of community service and permission from instructor.

Course Rationale: Working weekly on-site in large urban high schools exposes college students to communities and cultures that reach well beyond the boundaries of Loyola's classrooms and campuses. Students experience a growing awareness of their own abilities and how these talents can be harnessed to help others. The consistent interaction with at-risk students and administrators in urban school settings yields a deep sense of commitment as well as a clearer understanding of educational inequities.

Conceptual Framework: The philosophical foundation of CIEP 390 is rooted the School of Educations Conceptual Framework – Social Action through Education. The dual goals of this course include: high quality academic support of at-risk high school freshmen; a transformative experience for LUC students serving as Academic Coaches.

Conceptual Framework Standards

- 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.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

IDEA Objectives

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to apply knowledge and skills to benefit others or serve the public good

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Diversity

Diversity (socio-economic, ethnic, exceptionalities, and gender) is addressed programmatically by the composition of the class and instructionally through appropriate materials and related exercises. These intentional diversity components are enhanced by the myriad of cultural experiences encountered in the outreach work performed in under served Chicago neighborhoods.

Technology

Students will respond via email to prompts and questions related to weekly content themes and to specific field experiences. Student will submit, via email sequenced reflections and reviews of required reading materials.

Method of Assessment

Grades will be based on active participation in 11 Academic Coaching sessions in the community; active participation in 7 Professional Development Workshops; final project.

Grade Distribution:

Academic Coaching Sessions	50%
Professional Development Workshops	35%
Final Project	15%

Grading Scale

A 90-100%	C 79-70%	F 59-0%
B 89-80%	D 69-60%	

Course Outline

Loyola candidates in the Academic Coaching Internship are exposed to a continuous curriculum designed to promote academic perseverance, content competency, plus social and emotional stability. Sample weekly content supplies listed as Exhibit A in the Appendix provide an overview of resources that complement assignments shared by teachers at each school. The sequenced transition curriculum supporting social/emotional growth is listed as Exhibit B in Appendix.

Hierarchy of a Saturday Study Session

- Meet in Flanner lobby for morning overview & Site specific notes
- Load supplies into LUC vans and depart for Chicago Public High Schools
- Arrive at School Site and unload supplies
- Set up study table with supplemental instructional materials and needed supplies
- Greet students, complete sign-in sheet, do critical thinking puzzle; preview homework
- Supervise homework completion; use TNT supplemental content resources
- Break – socialize with students and other coaches
- Resume homework; review vocabulary; use comprehension exercises
- Incorporate Mandatory Transition Topic – activity/conversation
- Play academic games if homework is completed.
- Challenge students with current events Question of the Week – good bye!
- Debrief morning with Site Coordinator and fellow coaches
- Load supplies into LUC van and return to campuses

Themed Content Related to Course Materials and Readings

Weeks	
1-2	Education equity; Comparative view of local city and suburban budgets
3-4	Current Drop Out Data – local & national; where do our students stand?
5-6	Asset Based Thinking; Attitude. Obstacles to academic perseverance
7-8	Education Empowerment – what does it authentically look like?
9-10	Power of Partnerships – Civic & Education. Name 10 local partners
11-12	Success – how is it measured? Final Projects

Required Texts

TNT Academic Coach Handbook 2016-17;
Change the Way You See Everything for Teens, Cramer, Kathryn (2009) RunningPress Kids;
Cody Charles, “Ten Counterproductive Behaviors of Social Justice Educators” January, 2015
Lee Anne Bell, “Theoretical Foundations for Social Justice Education” Reprint with permission
Blankstein, Noguera, Kelly, Excellence Through Equity (2016), ASCD

Syllabus Addendum Link

www.luc.edu/education/syllabus---addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Appendix

Exhibit A

The following is a sample listing of supplemental content resources updated weekly for use by Academic Coaches at schools.

Warm Up Activity: Pencil Puzzles

Reading and Writing: Leap Year Prompt & Resources in Reading/Writing Bin!

Math: Properties of Exponents; Exponential Growth; Decay Word Problems

Vocabulary: Week #8 Journal Entry & Vocab Cards Grammar: Everyday Edit

Science: - Earth and Space: Fast Graph; Biology: Cell Cycle Worksheet

Transition: Dreams vs. Goals – do they match?

Exhibit B

Below is the sequence of our transition work. We will preview these transitions in our Professional Development Workshops throughout the year and remind you about the content of each one a week ahead of time so you have some time to think about how to effectively engage your students.

Our students' interest in the transition activity/conversation is directly related to your preparedness. When worksheets accompany the transition activity, please do NOT treat them like homework to be completed. Work through them **with** your students.

Week 1	Start of the Year Survey/ 4 Corners Nametag	9/24/16
Week 2	What's the Difference: 8th Grade vs. High School	10/1/16
Week 3	What's Important in High School & Grades 101	10/8/16
Week 4	Asset Based Thinking - ABT basics	10/15/16
Week 5	Star Power	10/22/16
Week 6	Calculating Grades?	10/29/16
Week 7	1st H. S. Report Card	11/5/16
Week 8	Academic Emergency Cards	11/12/16
Week 9	Taking Control	11/19/16
Week 10	Time... Is it on Your Side?	12/3/16
Week 11	TNT Study Skills Packet	12/10/16
Week 12	\$86,400 to Spend - test prep	1/21/17
Week 13	Board of Directors	1/28/17
Week 14	Report Card Reality	2/4/17
Week 15	Where Would You Hang Out?	2/11/17
Week 16	Into the Future (WWYHO follow-up)	2/18/17
Week 17	Dreams vs Goals	2/25/17
Week 18	Do the Dollars Match Your Dreams	3/4/17
Week 19	Class Sense	3/18/17
Week 20	On Graduation Day...	3/25/17
Week 21	My Timeline	4/1/17
Week 22	Been There, Done That!	4/8/17
Week 23	Looking Forward	4/22/17
Week 24	Celebrate Sophomore status!	4/29/17