

TO: Dr. Mike Riggle
 FROM: Rosanne Williamson
 RE: FOIA Requests
 DATE: October 8, 2014

Attached you will find a FOIA request received by the district and our response.

| Received From | Request | Received Request | Date Replied | Responded w/in required deadline | How response was sent |
|--|---|------------------|--------------|----------------------------------|-----------------------|
| Whittler, Alex | <ul style="list-style-type: none"> A list of all football helmets currently in your school's inventory (GBN), including each brand and model, and the number of each. | 09.23.14 | 09.30.14 | Yes | email |
| Please find our response attached. | | | | | |
| Whittler, Alex | <ul style="list-style-type: none"> A list of all football helmets currently in your school's inventory (GBS), including each brand and model, and the number of each. | 09.23.14 | 09.30.14 | Yes | email |
| Please find our response attached. | | | | | |
| Powers, Brian | <ul style="list-style-type: none"> Signed contracts/agreements between your district and any institution of higher education governing student teaching placements Letters or other documents that the aforementioned institutions (or any other institutions that you work with) provide to principals explaining the desired characteristics of cooperating teachers Recommendation forms from principals about teachers who could be cooperating teachers or application forms from teachers nominated to be cooperating teachers One copy of any standardized district general documents (contracts, application forms, letters, student teaching handbooks, etc.) covering the placement process of teacher candidates for STUDENT TEACHING from teachers, principals, or persons in your central office to any of the institutions of higher education that you work with | 10.01.14 | 10.08.14 | Yes | email |
| Please find our response attached. The documents above have been made available on line. These items were not copied for the Board packet. | | | | | |

454 North Columbus Drive
Chicago, IL 60611-5555
312-836-5555

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Company, Inc.
www.nbcchicago.com



September 17, 2014

Mr. Paul Pryma
or Freedom of Information Officer
Glenbrook North High School
2300 Shermer Rd
Northbrook, Illinois 60062 6722

To whom it may concern:

I am a researcher at NBC5 in Chicago, and I am currently gathering information for a possible story concerning football helmets. As part of my research, I am requesting information – through the Illinois Freedom of Information act -- from every Chicago-area high school, including Glenbrook North High School.

Specifically, I am requesting a list of all football helmets currently in your school's inventory, including each brand and model, and the numbers of each. An example of what I am requesting would be the following, if a high school had 12 football helmets in its inventory:

Rawlings -- Quantum Plus – 3 helmets
Riddell – VSR4 – 2 helmets
Rawlings – Impulse – 5 helmets
Schutt – Vengeance – 2 helmets

I would be happy to receive this information electronically, via my e-mail address at alexandria.whittler@nbcuni.com . If that is not possible, you can mail the information to me at NBC5 Chicago; 454 North Columbus Drive; Chicago, Illinois 60611. And if there is any way in which I can help you in getting this information, I would be happy to do so.

Because these records are in the public interest, I ask that you waive any reproduction fee. And if you deny this request, please tell me on what grounds, and to whom I should appeal.

If you have any questions concerning this request or need any additional information, please don't hesitate to contact me at Alexandria.whittler@nbcuni.com , or at 312-836-5804. Thank you so much for your time and consideration in this matter.

Sincerely,

Alex Whittler
Researcher



Elaine Geallis <egeallis@glenbrook225.org>

09.23.14.Whittler GBN FOIA Response

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Tue, Sep 30, 2014 at 9:16 AM

To: alexandria.whittler@nbcuni.com

Bcc: egeallis@glenbrook225.org

Dear Ms. Whittler,

Thank you for writing to Glenbrook North High School with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On 9/23/14 we received your request for the following information:

- A list of all football helmets currently in your school's inventory, including each brand and model, and the number of each.

District response:

Riddell -- Revolutions - 58

Riddell -- Revolutions IQ - 55

Riddell -- Revolution Speed - 38

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
Glenbrook High School District 225
3801 West Lake Avenue
Glenview, IL 60026

454 North Columbus Drive
Chicago, IL 60611-5555
312-836-5555

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Company, Inc.
www.nbcchicago.com



September 17, 2014

Dr. Brian Wegley
or Freedom of Information Officer
Glenbrook South High School
4000 W Lake Ave
Glenview, Illinois 60026 1239

To whom it may concern:

I am a researcher at NBC5 in Chicago, and I am currently gathering information for a possible story concerning football helmets. As part of my research, I am requesting information – through the Illinois Freedom of Information act -- from every Chicago-area high school, including Glenbrook South High School.

Specifically, I am requesting a list of all football helmets currently in your school's inventory, including each brand and model, and the numbers of each. An example of what I am requesting would be the following, if a high school had 12 football helmets in its inventory:

Rawlings -- Quantum Plus – 3 helmets
Riddell – VSR4 – 2 helmets
Rawlings – Impulse – 5 helmets
Schutt – Vengeance – 2 helmets

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If you have any questions concerning this request or need any additional information, please don't hesitate to contact me at Alexandria.whittler@nbcuni.com , or at 312-836-5804. Thank you so much for your time and consideration in this matter.

Sincerely,

Alex Whittler
Researcher



Elaine Geallis <egeallis@glenbrook225.org>

09.23.14 Whittler GBS FOIA Response

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Tue, Sep 30, 2014 at 9:19 AM

To: alexandria.whittler@nbcuni.com

Bcc: egeallis@glenbrook225.org

Dear Ms. Whittler,

Thank you for writing to Glenbrook South High School with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On 9/23/14 we received your request for the following informaion:

- A list of all football helmets currently in your school's inventory, including each brand and model, and the number of each.

District response:

Riddell- Revolution- 35 helmets

Riddell- Speed- 174 helmets

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
Glenbrook High School District 225
3801 West Lake Avenue
Glenview, IL 60026



FOIA Request

1 message

Brian Powers <bpowers@nctq.org>

Wed, Oct 1, 2014 at 12:07 PM

To: foia@glenbrook225.org

Dear Dr. Williamson,

I am an analyst for the National Council on Teacher Quality (NCTQ) and would like to formally file a public records request, provided for by the Illinois Freedom of Information Act (5 Ill. Comp. Stat. Secs. 140/1 to 140/11), for any information relevant to your student teaching placement process with any institutions of higher education that you work with.

The requested information is intended for the third edition of NCTQ's *Review*, the first ever in-depth study of the public and private institutions that produce 90% of new teachers. Our study is looking specifically at the quality of teacher preparation programs, including those that supply teachers to your district. Results will be published in the *US News & World Report* as a resource for district HR departments for recruiting and screening candidates.

We are seeking any of the following communications between the Glenbrook High Schools District 225 and any institution of higher education (i.e. public or private college or university) that you partner with. These could include the following:

- Signed contracts/agreements between your district and any institution of higher education governing student teaching placements
- Letters or other documents that the aforementioned institutions (or any other institutions that you work with) provide to principals explaining the desired characteristics of cooperating teachers
- Recommendation forms from principals about teachers who could be cooperating teachers or application forms from teachers nominated to be cooperating teachers
- One copy of any standardized district general documents (contracts, application forms, letters, student teaching handbooks, etc.) covering the placement process of teacher candidates for STUDENT TEACHING from teachers, principals, or persons in your central office to any of the institutions of higher education that you work with

Please email this information to bpowers@nctq.org or mail it to:

National Council on Teacher Quality
Attn: Brian Powers
1120 G Street, NW, Suite 800
Washington, DC 20005

I request that this information be sent in electronic format whenever possible. If the information needs to be mailed, however, please inform me via email that you have done so.

If possible, please also include **a list of all the institutions** that have placed student teachers in the district in the last 3 years.

Please inform me prior to processing this request if any costs you should incur will exceed \$50.

If the Glenbrook High Schools District 225 chooses to deny this request, or any part thereof, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Additionally, if you claim that certain documents contain both exempt and non-exempt material, please provide all segregable non-exempt portions of otherwise exempt material and identify the material which is being withheld as exempt.

Thank you in advance for your assistance. Please feel free to contact me if you have any questions.

Sincerely,

--

Brian Powers
Analyst, Data Collection

National Council on Teacher Quality

1120 G Street, NW, Suite 800
Washington, DC 20005

bpowers@nctq.org

www.nctq.org



Elaine Geallis <egeallis@glenbrook225.org>

10.01.14 Powers FOIA Response

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>

Wed, Oct 8, 2014 at 10:00 AM

To: Brian Powers <bpowers@nctq.org>

Bcc: egeallis@glenbrook225.org

Dear Mr. Powers,

Thank you for writing to Glenbrook High School District 225 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On 10/1/14 we received your request for the following information:

1. Signed contracts/agreements between your district and any institution of higher education governing student teaching placements
2. Letters or other documents that the aforementioned institutions (or any other institutions that you work with) provide to principals explaining the desired characteristics of cooperating teachers
3. Recommendation forms from principals about teachers who could be cooperating teachers or application forms from teachers nominated to be cooperating teachers
4. One copy of any standardized district general documents (contracts, application forms, letters, student teaching handbooks, etc.) covering the placement process of teacher candidates for STUDENT TEACHING from teachers, principals, or persons in your central office to any of the institutions of higher education that you work with

District response:

1. Contracts/Agreements – see attached
2. Student Teaching Guide for the Cooperating Teacher and the Student Candidate – see attached
3. n/a
4. Cover Sheet for Student Teachers, List of Student Teachers for 2012-2014 and Student Teaching Handbook – see attached

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
Glenbrook High School District 225
3801 West Lake Avenue
Glenview, IL 60026

On Wed, Oct 1, 2014 at 12:07 PM, Brian Powers <bpowers@nctq.org> wrote:

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- Letters or other documents that the aforementioned institutions (or any other institutions that you work with) provide to principals explaining the desired characteristics of cooperating teachers
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Attn: Brian Powers
1120 G Street, NW, Suite 800
Washington, DC 20005

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If possible, please also include **a list of all the institutions** that have placed student teachers in the district in the last 3 years.

Please inform me prior to processing this request if any costs you should incur will exceed \$50.

If the Glenbrook High Schools District 225 chooses to deny this request, or any part thereof, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Additionally, if you claim that certain documents contain both exempt and non-exempt material, please provide all segregable non-exempt portions of otherwise exempt material and identify the material which is being withheld as exempt.

Thank you in advance for your assistance. Please feel free to contact me if you have any questions.

Sincerely,

--

Brian Powers
Analyst, Data Collection

National Council on Teacher Quality
1120 G Street, NW, Suite 800
Washington, DC 20005

**Trinity International University
Athletic Training Education Program
Affiliated Site Agreement**

This agreement is made between **Glenbrook South High School** and **Trinity International University (TIU)** for the purpose of providing an affiliated site for the clinical education experience of Athletic Training Students (ATS).

Responsibilities of the Sponsoring Institution

1. TIU shall be responsible for selecting only those students who have successfully completed all the prerequisite courses and/or previous clinical education experiences. TIU shall retain general responsibility for content and methods of instruction, supervision, control, evaluation and related matters concerning the structure of the clinical education program and student admission to, dismissal from and participation in and faculty appointments to the clinical education program.
2. TIU shall inform the Affiliated Site of the level of training the students have received prior to this placement. TIU shall provide the Affiliated Site with current information about its curriculum and clinical education goals.
3. TIU will provide all participating ATS and TIU faculty members professional liability insurance or the equivalent in amounts satisfactory to the Affiliated Site and to provide evidence of such insurance upon request of the Affiliated Site.
4. TIU will notify the student that he or she is responsible for:
 - a. Respecting the confidentiality of information regarding patients and clients of the Affiliated Site, and their records in accordance with the Affiliated Site's policies and procedures.
 - b. Adhering to the policies and procedures of the Affiliated Site.
 - c. Providing appropriate uniform where required.
 - d. Arranging for his/her own transportation/parking.
 - e. Obtaining housing and meals when not provided by the Affiliated Site.
 - f. Immunizations where required.
 - g. Background checks where required.
 - h. Additional liability insurance where required.

Responsibilities of the Affiliated Site

1. The Affiliate Site shall provide a planned, supervised program of clinical education based on objectives compatible with those of TIU.
2. Qualified personnel will be provided by the Affiliated Site to supervise the students directly during the clinical experience. The Affiliate Site shall designate a staff member (Clinical Instructor (CI) or Approved Clinical Instructor (ACI)) who will be responsible for working with TIU and its faculty to coordinate and direct the clinical education program and the students' clinical experience.
3. The Affiliated Site agrees to have all Certified Athletic Trainers responsible for supervising student's clinical education, satisfactorily complete an ACI Workshop that will be provided by the University.
4. The Affiliated Site supervising personnel agree to complete all ATS evaluations/assessment as required by the ATEP
5. The Affiliated Site personnel will provide to an ATS an orientation to the Affiliated Site, administrative policies, standards and practices.
6. The Affiliated Site agrees to inform both TIU and the student concerning the student's level of clinical growth and competence and to complete one or more evaluation reports on forms to be provided by TIU. The evaluation process will be completed during a conference between the supervisor and the student.
7. The Affiliated Site will permit periodic inspection by TIU and accrediting agencies of its facilities, student records, other records, or other items that pertain to the ATEP.

Additional Considerations

1. The parties will work together to maintain an environment of quality clinical learning experiences and quality educational participation. At the insistence of either party a meeting or conference will be promptly held between the Program and Affiliated Site coordinators.
2. It is mutually agreed that no person shall be subject to unlawful discrimination of race, color, religion,

3. This Agreement may be modified by written amendment signed by duly authorized representatives of each party.
4. This Agreement may be terminated by either party's giving thirty days (30), notice in writing to the other party at the address hereafter set forth. Such termination shall not take effect, however, until the students already accepted for placement in the Program have completed their scheduled clinical training period. Either party may also terminate this Agreement at any time by mutual written consent.
5. The laws of the State of Illinois shall govern this Agreement.

The Athletic Training Student shall:

1. Maintain work standards set by the clinical supervisor.
2. Abide by the existing rules and regulations, policies and procedures of the Affiliated Site.
3. Attend work experiences, classes, seminars, and individual conferences with the instructor as required by the academic program.
4. Maintain and show proof of health insurance.
5. Keep the supervising professional informed of patient's condition at all times.
6. Not allow medical records, copies or originals, to leave the premises of the Affiliated Site without proper written authorization.
7. Not allow patient names to be used in student journals or papers.
8. Be responsible for adequate preparation in theoretical background, basic skills, proper professional ethics, attitude and behavior.

Signature Page between TIU and Affiliated Site

Agreement Length: September 2011 through June 2012

Signatory Authority for Trinity International University:

Trinity International University

By: _____
Dean, College and Graduate School

Name:
Date: _____

By: _____
Athletic Training Education Program Director

Name:
Date: _____

Signatory Authority for Affiliated Site:

Affiliated Site

By:
Title: _____

Print Name:
Date: _____

By: _____
Title: _____

Print Name: _____
Date: _____

Trinity International University
2065 Half Day Rd
Deerfield IL 60015
Attn: Athletic Training Education Program Director

Affiliate Site:
Glenbrook South High School
4000 W. Lake Ave.
Glenbrook, IL 60026

Attn: Athletic Training Staff

AGREEMENT FOR CLINICAL EDUCATION

This Agreement is entered into by North Park University, an Illinois not for profit corporation (hereinafter referred to as SCHOOL) and

(Name of FACILITY)

(Address)

(hereinafter referred to as FACILITY) for the purpose of providing students enrolled in SCHOOL's Athletic Training Education Program (hereinafter referred to as STUDENTS) with the opportunity for clinical education or a field placement program in athletic training.

A. SCHOOL's Responsibilities

1. SCHOOL shall be responsible for planning and implementing the educational program for STUDENTS, and determining adequate preparation in theoretical knowledge, basic skills, professional ethics, attitude and behavior. SCHOOL shall not place any STUDENT at FACILITY who does not satisfactorily complete all of SCHOOL's requirements for placement.
2. SCHOOL will annually provide FACILITY with a Program Memorandum detailing the academic content of the proposed clinical education or field placement program. Upon acceptance of the Program Memorandum by FACILITY, the Program Memorandum shall become a part of this Agreement and shall be incorporated by reference. The Program Memorandum shall include discussion of program concepts, the controls which the SCHOOL and FACILITY may exercise or are required to exercise, the rights of the FACILITY to review SCHOOL's program, the number of students to be assigned, the qualifications and schedules of the STUDENTS, and/or any other matters pertaining to the specific program proposed.
3. Specific and mutually agreed upon information regarding the number of STUDENTS to be assigned to FACILITY and the dates of their assignment will be provided by SCHOOL to FACILITY.
4. SCHOOL shall inform STUDENTS that they are responsible for preserving the confidentiality of any privileged or confidential information to which the STUDENT has access, including but not limited to information contained in medical records.
5. SCHOOL will provide FACILITY with its policy regarding STUDENT absences during clinical experiences.
6. SCHOOL will ensure that each STUDENT has health insurance coverage in effect during their period of assignment at FACILITY.
7. SCHOOL will inform STUDENTS of the immunization requirements of FACILITY. SCHOOL shall ensure that STUDENTS comply with the FACILITY's immunization requirements before commencing placement at FACILITY.
8. SCHOOL shall notify STUDENTS if FACILITY requires that STUDENTS must submit to background checks prior to beginning placement at FACILITY. Such background checks shall be conducted by, and meet with the approval of, the FACILITY. Such background checks shall be at the sole expense of the SCHOOL and/or STUDENT. FACILITY shall not bear any cost of the background check.

9. SCHOOL shall inform STUDENT that the clinical or field experience is uncompensated and that STUDENT is responsible for his/her own transportation and living arrangements.
10. SCHOOL, at its own expense, shall provide insurance coverage for SCHOOL, its STUDENTS, and faculty for liability arising out of the acts and omissions of its STUDENTS and faculty during STUDENT'S assignment at FACILITY. SCHOOL will provide FACILITY with a certificate of insurance and shall promptly notify FACILITY of any change in coverage. FACILITY does not provide insurance coverage for SCHOOL or for SCHOOL'S STUDENTS, faculty, agents, employees, or staff.
11. SCHOOL shall provide FACILITY with evidence of both general liability and professional liability insurance coverage with limits of a minimum of \$3,000,000 (\$3 Million) per occurrence and \$3,000,000 (\$3 Million) in the aggregate to cover STUDENTS during the time of their assignment to FACILITY. A Certificate of Insurance evidencing such coverage shall be furnished by SCHOOL to FACILITY upon request of FACILITY. SCHOOL shall immediately notify FACILITY in writing of any cancellation or modification of said insurance.
12. SCHOOL shall defend, indemnify and hold harmless FACILITY, its trustees, officers, employees and agents (including physicians, representatives, successors, assigns, subsidiaries, or affiliates) from and against any and all liability or claims of liability (including reasonable attorney's fees) arising solely out of the negligent acts and/or omissions of the STUDENT or the SCHOOL'S faculty during STUDENT'S placement at the FACILITY.

B. FACILITY'S Responsibilities.

1. The FACILITY agrees to review any Program Memoranda concerning a clinical program by SCHOOL. Upon review, FACILITY will notify SCHOOL of its acceptance or rejection of the academic program proposal.
2. The FACILITY will not accept STUDENTS as participants in the program unless the STUDENT is certified as a program participant in writing by the appropriate coordinator of the SCHOOL.
3. FACILITY will be utilized for observation, instruction and for supervised clinical or field educational experiences.
4. STUDENTS will be directly responsible to the designated supervisor(s) in the FACILITY during each assignment. Supervisor(s) are licensed healthcare providers who may delegate specific responsibilities for some of the clinical teaching to other qualified licensed healthcare providers without waiving her/his responsibilities for the STUDENT.
5. It is understood that the STUDENT's clinical training program or field experience will not interfere with the primary mission of FACILITY or the care and treatment of the patient which shall remain the responsibility of the FACILITY.
6. STUDENTS are considered learners and will not have the status of employees, are not to replace FACILITY staff, and are not to render patient care and/or service except as such are identified for educational value as a part of the jointly planned educational program and unless such patient care and/or service are under the direct supervision of a clinical supervisor. Any such direct contact between a STUDENT and a patient shall be under the proximate supervision of a member of the staff of the FACILITY. FACILITY shall at all times remain responsible for patient care.

7. FACILITY shall permit STUDENTS to participate in learning experiences such as staff conferences, in-service education programs, special lectures, and similar activities at the discretion of the FACILITY's clinical supervisor.
8. FACILITY shall inform STUDENTS that STUDENTS are subject to the authority, policies, and regulations imposed by FACILITY and that STUDENTS must comply with FACILITY's policies, standards and practices.
9. In any situation in which, in the sole discretion of the FACILITY, a patient's welfare or FACILITY's operation may be adversely affected, FACILITY may take immediate corrective measures regarding STUDENT without prior consultation of SCHOOL, but shall notify SCHOOL as soon as practicable thereafter.
10. The FACILITY shall ensure that all records relating to a STUDENT's performance during the clinical or field experience shall be maintained as required by applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232(g).
11. FACILITY shall notify SCHOOL of any situation or problem which may threaten the STUDENT's successful completion of the clinical or field experience.
12. FACILITY shall defend, indemnify and hold harmless SCHOOL and STUDENT, their trustees, officers, faculty, employees and agents from and against any and all liability or claims of liability (including reasonable attorney's fees) arising solely out of the negligent acts and/or omissions of the FACILITY's employees or agents during STUDENT'S placement at FACILITY. In addition, FACILITY shall defend, indemnify and hold harmless SCHOOL and STUDENT, their trustees, officers, faculty, employees and agents from and against any and all liability or claims of liability (including reasonable attorney's fees) from third parties and related to patient care.
13. FACILITY shall on reasonable request permit SCHOOL to inspect its clinical facilities, services available for clinical experiences and such other items pertaining to the clinical learning experience by representatives of SCHOOL or agencies, or both, charged with the responsibility for accreditation of the curriculum.

C. Joint Responsibilities

1. Specific and mutually agreed upon information regarding the number of STUDENTS to be assigned, the dates of their assignment and specific experience to be provided shall be planned jointly by the SCHOOL and FACILITY. Placement of students shall be determined solely by FACILITY and will depend on many factors including but not limited to staff and space availability.
2. Regular conferences, if possible, or telephone discussions will be held to review and evaluate the clinical education program, review this agreement, and resolve specific problems which may interfere with the achievement of the objective of the program.
3. Discrimination against any individual involved in this program, because of race, color, religion, sex, national origin, age, handicap, veteran's status, marital status, or sexual orientation is unacceptable to the SCHOOL and the FACILITY, and if practiced by either party shall be cause for terminating this agreement.
4. This agreement does not contemplate the payment of any fee or remuneration by either party to the other but is intended to jointly benefit both parties by improving education, professional preparation, and methods of patient care.

- 5. SCHOOL will provide FACILITY with methods for evaluating STUDENT's clinical experience and performance. FACILITY will evaluate STUDENT performance. SCHOOL will determine a grade for the clinical experiences.
- 6. Each party shall inform the other in a reasonable time of changes in the academic curricula or changes in the availability and content of clinical experiences.

D. Confidentiality

In the course of providing services hereunder, the parties may gain access to certain information that is either confidential or proprietary in nature and unauthorized disclosure of which could cause irreparable damage to either party. The parties therefore agree that all confidential information, including patient information, is confidential and shall remain so during the term of this Agreement and thereafter. Each party agrees that during the period of the Agreement and thereafter it will hold in strict confidence and will not use or disclose to any other person, firm, corporation or other entity, any confidential or proprietary information about one another and their respective employees, agents and patients except with the prior written authorization of the affected party or patient.

E. Right to Terminate

Either party shall have the right to terminate this Agreement for any reason on sixty (60) days written notice to the other party. In the event of termination, the parties agree to use best efforts to allow any STUDENT placed at FACILITY to complete their activities at the program.

F. Governing Law

This Agreement shall be governed by the laws of the State of Illinois.

TERM OF AGREEMENT: This agreement will become effective and will continue in effect for one year at which time it will be automatically renewed for additional periods of one year unless two months written notice of termination is given by either party.

IN WITNESS WHEREOF the parties have executed this agreement on _____.

NORTH PARK UNIVERSITY

Name of Facility

Executive Vice President

Student Teaching at the Glenbrooks

To be considered for a student teaching/clinical experience placement in one of the Glenbrook High Schools, please ask the student teacher coordinator at your university to contact the District #225 Human Resources office.

By phone:
(847) 486-4730

By email:
Brad Swanson, bswanson@glenbrook225.org
or
Alice Kus, akus@glenbrook225.org

By postal mail:
Brad Swanson
Assistant Superintendent for Human Resources
Glenbrook High Schools District 225
3801 W. Lake Ave., Suite 200
Glenview, IL 60026

It is important that you contact us as far in advance as possible of your requested student teaching date.

In order to be considered, you are required to submit the following:

- A written request for placement from your university's student teacher coordinator or School of Education noting the desired dates and specific subject area for placement.
- A resume or completed student information form.
- A transcript reflecting all university coursework.
- Evidence of a negative TB test.
- Any other supporting documentation you feel will be helpful in introducing yourself to the district.

The application materials you provide will be reviewed by building and district administrators responsible for selecting student teachers. Interviews with candidates for student teaching placement will be scheduled only after receipt of the above documentation.

Student Teacher: 2012-2013

| | | | |
|-----------|------------------|------------|-------------|
| Social St | Univ. of IL | 2/14/2012 | Spring 2013 |
| English | Depaul Univ. | 1/27/2012 | Fall 2012 |
| SpEd | NEIU | 1/27/2012 | Spring 2013 |
| Counseli | Capella | 4/12/2012 | Summer 2012 |
| SpEd | NLU | 3/16/2012 | Spring 2012 |
| Biology | Loyola | 2/7/2012 | Fall 2012 |
| Social St | Depaul Univ. | 3/21/2012 | Spring 2013 |
| ELA | Univ of IL | 2/15/2012 | Spring 2012 |
| Science | Univ. of IL | 2/16/2012 | Spring 2013 |
| Music | North Park Uni | 2/16/2014 | Fall 2012 |
| SpEd | NLU | 2/7/2012 | Fall 2012 |
| Math | NLU | 4/4/2012 | Fall 2012 |
| SpEd | NLU | 2/14/2012 | Spring 2012 |
| Foreign I | University of IL | 2/14/2012 | Spring 2013 |
| PE | NEIU | 2/9/2012 | Fall 2012 |
| Social St | Depaul Univ. | 3/21/2012 | Spring 2013 |
| English | ISU | 10/16/2012 | Spring 2013 |
| Math | NEIU | 2/9/2012 | Fall 2012 |
| SpEd | NEIU | 2/11/2012 | Summer 2012 |
| SpEd | NEIU | 10/18/2012 | Spring 2013 |
| Music | Elmhurst | 4/23/2012 | Fall 2012 |
| SpEd | NEIU | 9/18/2012 | Spring 2013 |
| Social St | Northwestern | 8/13/2012 | Fall 2012 |
| History | University of IL | 12/11/2012 | Spring 2013 |
| SpEd | ISU | 11/1/2012 | Spring 2013 |
| SpEd | NEIU | 9/18/2012 | Spring 2013 |
| SpEd | NEIU | 2/11/2012 | Summer 2012 |
| SpEd | NEIU | 10/18/2012 | Spring 2013 |
| English | Univ. of Munic | 4/2/2012 | Fall 2012 |
| SpEd | NEIU | 9/18/2012 | Spring 2013 |
| History | Roosevelt Uni | 11/13/2012 | Spring 2013 |
| Music | Univ. of IL | 6/11/2012 | Spring 2013 |
| SpEd | NEIU | 9/18/2012 | Spring 2013 |

Student Teach Teachers 2013-14

| Subject | Univ | Date Rec'd |
|----------|---------------|------------|
| English | NLU | 9/9/2013 |
| Computer | ISU | 2/20/2014 |
| SpEd | NEIU | 2/3/2014 |
| Biology | NLU | 5/21/2014 |
| Math | NEIU | 3/10/2014 |
| SpEd | NEIU | 4/22/2014 |
| PE | NorthPark | 5/8/2014 |
| SpEd | NEIU | 2/3/2014 |
| Spanish | NEIU | 6/18/2014 |
| Music | Northwestern | 3/12/2014 |
| Music | U of Illinois | 5/13/2014 |
| Biology | NorthPark | 6/12/2014 |
| Biology | NLU | 6/10/2014 |
| SpEd | NEIU | 4/23/2014 |
| English | NEIU | 2/3/2014 |
| History | NEIU | 2/3/2014 |
| Social | NEIU | 3/10/2014 |
| PE | NEIU | 2/3/2014 |
| PE | NEIU | 3/10/2014 |

Student Teachers**2014-15**

| Subject | Univ | Date Rec'd |
|----------------|---------------|-------------------|
| English | NLU | 9/9/2013 |
| Computer | ISU | 2/20/2014 |
| SpEd | NEIU | 2/3/2014 |
| Biology | NLU | 5/21/2014 |
| Math | NEIU | 3/10/2014 |
| SpEd | NEIU | 4/22/2014 |
| SPED | NEIU | 9/30/2014 |
| PE | NorthPark | 5/8/2014 |
| SPED | DePaul | 10/1/2014 |
| SpEd | NEIU | 2/3/2014 |
| Spanish | NEIU | 6/18/2014 |
| SPED | NEIU | 9/30/2014 |
| Music | Northwestern | 3/12/2014 |
| Music | U of Illinois | 5/13/2014 |
| Biology | NorthPark | 6/12/2014 |
| Biology | NLU | 6/10/2014 |
| SpEd | NEIU | 4/23/2014 |
| English | NEIU | 2/3/2014 |
| History | NEIU | 2/3/2014 |
| SPED | NEIU | 9/30/2014 |
| Social | NEIU | 3/10/2014 |
| PE | NEIU | 2/3/2014 |
| PE | NEIU | 3/10/2014 |

Student Teaching Guide for the Cooperating Teacher and the Student Candidate

NORTH PARK UNIVERSITY
SCHOOL OF EDUCATION

COMPETENT

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SERVICE

*Striving to prepare competent, respectful, and reflective professionals
dedicated to serving diverse learning communities.*

*North Park University
School of Education
3225 W. Foster Ave.
Chicago, IL 60625
Phone: (773) 244-5730
Fax: (773) 244-4887*

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Illness Procedure

1. When the student is ill and will miss one day of student teaching, they will notify the following people prior to the start of the school day:
 - a. The Cooperating School
 - b. The Cooperating Teacher
 - c. The University Supervisor if he or she is scheduled to visit that day
 - d. The Director of Student Teaching

2. If there is an extended illness, the student will notify:
 - a. The Cooperating School
 - b. The Cooperating Teacher
 - c. The University Supervisor if he or she is scheduled to visit during that time
 - d. The Director of Student Teaching

NORTH PARK UNIVERSITY

CONCEPTUAL FRAMEWORK

The North Park University School of Education strives to prepare competent, respectful, and reflective professionals who are dedicated to serving diverse learning communities. This framework is consistent with the mission of the university and has been developed through dialogue with students in the program, graduates of the program, the teachers and administrators in the public and private schools where our candidates engage in preparation, the faculty in the College of Liberal Arts and Sciences, and the faculty in the School of Education. This framework is developed throughout the program as highlighted below. The teacher candidates are evaluated according to the conceptual framework values as indicated on the evaluation forms. North Park always welcomes comments from cooperating teachers regarding fulfillment of expectations of the conceptual framework listed below.

Competent

The teacher candidate will:

- Demonstrate a strong knowledge base in the liberal arts, their major area, and professional education.
- Recognize that human growth is developmental.
- Value differences in rates and types of learning and intelligence.
- Develop strategies for teaching and classroom management.

Respectful

The teacher candidate will acknowledge and support:

- The learning process by demonstrating academic preparation and achievement.
- The dignity of all students.
- The rights of all students to work in a positive and safe learning environment.
- State and national professional teaching standards by engaging in career-long personal growth and development.
- Collaboration with others and their contributions to the teaching profession.
- Self.
- The policies and practices of classroom teachers and administrators in the schools in which they serve.

Reflective

The teacher candidate will:

- Apply knowledge of learning and learners in curriculum planning, instruction, and assessment.
- Appropriately integrate curricular materials and methods that accommodate needs and interests of diverse populations.
- Appropriately integrate technology as a learning tool.
- Demonstrate high ethical standards within the classroom and school and community settings.
- Involve parents in the learning process and school community.

Service

The teacher candidate will:

- Assist teachers and staff members in ways additional to those specified in the practicum experience.
- Assist students in ways additional to those specified in the practicum experience.
- Assist the classroom teacher as an advocate for all students.

GUIDE FOR STUDENT TEACHING

School of Education
North Park University
Chicago, Illinois

INTRODUCTION

This guide is prepared to assist both the cooperating teachers and the student teachers in planning the experiences that lead to professional growth. It is not intended to be complete and final, but only a framework under which we can begin the task of building a program that is dynamic, challenging, and creative. Evaluation of the entire program will be made continuously, and suggestions for improvement and modification made by student teachers, cooperating teachers, and administrators of the cooperating schools are welcome. Students are evaluated at each of the following stages: 1) entry into the university, 2) as they begin their program in education, 3) before student teaching and 4) before recommendation for certification.

STUDENT TEACHING IN THE NORTH PARK CURRICULUM

At North Park, student teaching is done during the student's senior or final year in the program. For most students, it extends over a period of ten weeks and involves full days in cooperating schools. For K-12 candidates, an 8 week/8week placement (at two different levels) are required. It carries course load credit based on the type of certification program. Most students have completed course work in Educational Thought and Survey of Exceptional Learners in addition to the requirements listed below before they begin to student teach. Professional Terms A and B involve observation and actual teaching in the classroom for one period each day for seven weeks.

Before a student begins his or her student teaching assignment, she or he must have fulfilled the following requirements:

1. Approval by the University Committee on Education Screening.
2. Attainment of a minimum 2.50 cumulative grade point average; a 2.75 average in the major field of study; a 2.50 average in the minor field of study; and a 2.75 average in the education sequence courses (if not a major).
3. Approval by the major advisor in terms of competency in the major field.
4. Clearance by the Dean of Students and the Health Service.
5. Completion and passing score on the Basic Skills and Content Area tests.
6. Satisfactory completion of Professional Terms A and B that include the following course work and field experiences:

EARLY

CHILDHOOD: Child Growth and Development
Curriculum
Methods of Teaching Early Childhood
Methods of Teaching Primary Reading,
Mathematics, Language Arts, Social
Studies and Science
Practica A, B, C, and D

ELEMENTARY: Educational Psychology
Curriculum
Methods of Teaching Language Arts and Reading, Social Studies,
Science, and Mathematics at the Primary, Intermediate, and
Middle School Levels
Methods of Teaching Physical Education, Music, and Art
Practica A, B, C, and D

SECONDARY: Educational Psychology
Curriculum
Instruction in Middle and Secondary Schools
Methods (in teaching field)
Practica A, B, C, and D

SPECIAL K-12: Educational Psychology
Curriculum
Instruction in Special K-12 Programs
Methods (in teaching field)
Practica A, B, C, and D

NOTE: It is the policy of the School of Education that students limit their part-time employment to ten hours or less during student teaching. This would involve one evening and part of a Saturday and Sunday each week provided the employment does not affect their performance in the school. Other arrangements are only permitted with the written approval from the School of Education and the cooperating teacher at the time.

GENERAL OBJECTIVE OF THE STUDENT TEACHING EXPERIENCE

We believe that every student teacher should be part of all activities and responsibilities in which the cooperating teacher engages. By so doing, the student teacher becomes aware of the many aspects of teaching. Since each school district is different, there is a great deal of latitude for the cooperating teachers. We hope that by working together, the cooperating teachers and the university supervisor will develop a program of student teaching that will be a positive one for the student teacher and the cooperating teacher.

OBJECTIVES AND SUGGESTED PROCEDURES

Following are some of the most important student teaching objectives stated in terms of desired student teacher behaviors, followed by some suggested procedures or activities. The cooperating teacher should both facilitate and control the performance of these activities as much as possible.

OBJECTIVE A

Familiarity with the physical plant of the school and some acquaintance with school personnel.

Suggested Procedures:

- 1) Meet the superintendent and/or principal, teachers in the department, and office staff as soon as possible.
- 2) Tour the school building in order to know the location of such places as the gymnasium, cafeteria, teacher's lounge, lavatories, supply room, library, nurse's office, counselor's office, etc.
- 3) Safety procedures for evacuation, security and tornado.

OBJECTIVE B

Understanding of the history, philosophy, general objectives, and methods of the school.

Suggested Procedures:

- 1) Study the class or department schedule and see how it fits into the schedule of the entire school.
- 2) Become acquainted with the curriculum of the subject(s) to be taught. Become aware of its inter-relatedness with other areas and levels of study and its progression from work previously completed by the students.
- 3) Become familiar with records and reports as handled both in the classroom and in the office.
- 4) Know the textbooks used, both basic and supplementary.
- 5) Become familiar with the use of other materials and aids.
- 6) Attend at least one teacher's conference or faculty meeting and one parent-teacher meeting during the student teaching period (obtain permission for the latter from the appropriate school official).
- 7) Observe and assist in some student activity.

OBJECTIVE C

Understanding of the work of the school that supports and supplements work in the classroom.

Suggested Procedures:

- 1) Become acquainted with library books available, checkout procedures, ordering privileges and procedures, etc.
- 2) Study the counseling program--guidance, discipline, attendance, social work, etc.

- 3) Have an interview with the superintendent or someone appointed by him or her to discuss aspects of the teaching profession not experienced in the classroom--professional organizations, ethics, merit rating, applications for teaching positions, etc.
- 4) Observe the work of the school nurse or doctor, noting health records kept, type of treatments given, contact with parents, school liability for accidents, and any special needs of students in cooperating teacher's classroom etc.

OBJECTIVE D

Understanding of the physical, mental, moral and social growth of the individual student and of the age group with which the student teacher is working, including special populations.

Suggested Procedures:

- 1) Study the available records in the school counseling center to become better acquainted with the backgrounds of the students, especially those having difficulties (obtain permission from the appropriate school officials).
- 2) Discuss the backgrounds and needs of these students with the cooperating teacher.
- 3) Arrange to talk privately and informally with some of the students during their free time.
- 4) Where it is possible, arrange a brief, occasional "help session" for students having scholastic difficulty in class.
- 5) Participate in parent-teacher conferences upon invitation from the cooperating teacher.

OBJECTIVE E

Ability to formulate unit and lesson objectives, to plan units of work and daily lessons to achieve them, and to evaluate the teaching techniques in terms of learning achieved.

Suggested Procedures:

- 1) Early in the term the cooperating teacher and student teacher should decide on the units of work for which the student teacher is to assume responsibility during the placement period.
- 2) Regular conferences, held weekly or more often, should be scheduled to go over the student teacher's plans and to evaluate his/her progress. A brief daily conference should also be scheduled to give the student teacher feedback about his/her program.
- 3) Although the experienced teacher may not use written daily lesson plans, it is required that student teachers use them.
- 4) Provision should be made for the student teacher to do some of his/her preparation during the school day.
- 5) The student teacher's plans should incorporate the needs of the gifted, learning disabled, and other students with special needs.

OBJECTIVE F

Possession of the basic skills of successful and creative teaching, including knowledge and application of effective teaching practices.

Suggested Procedures:

- 1) Since student teachers will have pre-student teaching field experience, both as teacher aides and as "mini-teachers", some will be ready to assume some teaching responsibility immediately. The exact nature and amount of responsibility should be mutually agreed upon by the cooperating teacher and student teacher.
- 2) a) Early Childhood - We suggest that the student teacher be given specific teaching responsibilities with small groups or individuals during the first week. Work with individuals during free playtime or learning centers is encouraged. This should be followed by group time with small groups or the entire group. Gradually other areas of

the curriculum should be added. By the fifth or sixth week, the student teacher should be able to assume complete responsibility for the classroom during the hours assigned.

Beginning Spring/Fall Semester 2006-07, Early Childhood candidates will complete a 35 hour Mini Teaching assignment in a preschool, and a 35 hour Mini Teaching assignment *in kindergarten.* (change in italics) Then they will *student teach for 10 weeks, in a first, second or third grade classroom.*

- b) Elementary - We suggest that the student teacher be given specific teaching responsibilities with small groups or individuals during the first week. This should be followed by group work with the entire class. Gradually classes can be added to the student teacher's responsibility until he/she has had experience in every area taught during the day. By the fifth or sixth week the student should be able to assume complete responsibility for the classroom during the hours assigned. This may be adjusted based on the abilities of the student teacher.
 - c) Secondary and K-12 - Generally speaking, the student teacher should have major responsibility for teaching one class by the second week. Then, by the third week a second class can be added, followed as soon as feasible, by a third, fourth, and fifth class (or whatever the normal teacher course load is). Usually the number of preparations should be limited to three, but the student teacher should have complete responsibility for all classes during at least the last three to five weeks of the assignment. Whenever feasible, the cooperating teacher and student teacher might engage in team teaching or co-teaching, that is, both teachers jointly conducting the class. The plan should be accelerated for eight-week assignments.
- 3) It is important that the cooperating teacher assume neither a "hands off" nor a complete dominance approach in the classroom. During the first part of the term it would be helpful if the cooperating teacher would prepare written comments on the student teacher's classroom performance giving these to the student and also using them as a basis for the weekly conference. Later on, the cooperating teacher might absent him/herself from the classroom for varying lengths of time in order to give the student teacher a sense of responsibility. We understand that some districts do not allow the student teacher to be left alone.
 - 4) During the final week of student teaching, two or more classes may be returned to the regular classroom teacher for transition purposes.
 - 5) It is our hope that student teachers will have full teaching responsibilities for three to eight weeks of their assignment depending on the effectiveness of the student teacher and circumstances in the regular classroom.
 - 6) In addition to teaching responsibilities, students should be assigned a duty in the same manner as a teacher (hall guard, recess, study, etc.) They should attend faculty meetings and parent-teacher conferences.

UNIVERSITY SUPERVISION

Each student teacher is assigned a university supervisor who will visit and observe the student teacher four or five times during the term. This supervisor will work closely with the cooperating teacher and any questions regarding the student teacher's schedule or performance should be discussed with him/her.

EVALUATION

- Student teaching at North Park University is evaluated on a pass-fail basis. The final decision rests with the university supervisor, but continuous and close consultation between the university supervisor and the cooperating teacher is essential.
- A final evaluation form will be provided for the cooperating teacher. This should be returned to the university during the last week of the student teaching assignment.
- Sometimes cooperating teachers wish to give a "grade" as part of the evaluation process. This can be done by placing a grade in the comment section of the final evaluation form and the recommending letter they may write in support of the student. The statement may read, "Although the student is graded on a pass-fail basis, I would grade this student a/an __ if a letter grade were given."

LESSON PLANS

Experienced teachers often use short sentences and page numbers to abbreviated daily lesson plans for the entire day. Since student teachers do not have this expertise, we require detailed plans that contain a minimum of three sections: outcome based objectives, learning experiences, and assessments. Some school districts are required to use specific lesson plan models or other district-approved formats. Please let our student know the preferred format. However North Park University student teachers' plans must include objectives, learning experiences, activities, and methods of assessment and evaluation. The plans should be written and presented to you for the following week no later than the current Thursday. You should discuss, write comments or initial the plans as acceptable. University supervisors are asked to review the plans during their visits. Students without plans may be immediately pulled from the classroom by the Director of Student Teaching.

THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor is a member of the faculty of North Park University. The university supervisor takes on the role of teacher, mentor, and advisor for the student teacher. The university supervisor also serves as a liaison between the university and the public school. The first responsibility of the university supervisor is to the student teacher. In these roles, it is expected that the university supervisor will:

1. Assist the student teacher in developing teacher competencies.
2. Serve as a critic and advisor to the student teacher.
3. Communicate to the student ways of identifying problems (as well as skills) in classroom management, organization, teaching, and evaluating.
4. Inform the student teacher of new trends in teaching methods, curriculum, planning, and assessment.
5. Work closely with the public and private schools and in particular, with the cooperating teacher to insure the success of the teacher education program for the student teacher. This includes communicating with the cooperating teacher during each visit.
6. Observe the student teacher four to five times during the fieldwork assignment. The supervisor will give the student teacher a copy of the observation report following each observation.
7. Have conferences with the student teacher following observations.
8. Give a final written evaluation and grade for the student teacher.
9. Keep the School of Education informed as to his/her evaluation of the teacher education program and the needs of the student teacher.
10. Supply information to the School of Education as to materials needed in the Curriculum library to provide complete facilities for methods and student teaching in his or her area.

THE ROLE OF THE COOPERATING TEACHER

The student teacher will be in constant contact with the cooperating teacher in a professional context, for a period of ten weeks. (In the case of the K-12 candidate, the time frame is eight weeks.) Therefore, we anticipate that the cooperating teacher will:

1. Work with the student teacher as a professional and colleague. The cooperating teacher will introduce the student teacher to classes where the student will have responsibilities and to departmental colleagues and other fellow teachers and administrators.
2. Assign duties during the first week at the cooperating school such that the student teacher will:
 - a. Be able to learn the names of the members of the class or classes.
 - b. Learn the organization and procedures of the cooperating school such as attendance, lesson plans, etc.
 - c. Learn the location of classes, library, counselor's office, lunchroom, gymnasium, faculty lounge, and principal's office.
 - d. Take part in orderly sharing of responsibilities of the classroom teacher through the point at which the student teacher has full responsibility for planning, teaching, and evaluation.
 - e. State all safety and evacuation procedures.
3. During the second, third, and fourth weeks, place more responsibility on the student teacher starting with one class (or perhaps some small groups at the elementary level). During the eight week assignment, the student should be teaching half of a full load by week three.
4. Devote time for conferences between the cooperating teacher and the student teacher. Methods of planning, and methods of classroom management, teaching, and evaluation should be discussed. This can also be an opportunity for sharing ideas. As the student teacher demonstrates that he or she can plan and carry out the responsibilities of the classroom, the cooperating teacher offers both positive feedback and constructive criticism.
5. By the fifth week give the student teacher responsibility for most of the classes based on his/her level of readiness. During the eight week assignment, the individual should have full responsibility during weeks four (4) and five (5).
6. At various times between the second and sixth week, we recommend that the cooperating teacher leave the student teacher completely on his/her own for entire class periods. The student teacher will have full responsibility for what takes place in the classroom. There should be an immediate follow-up conference between the student teacher and the cooperating teacher to identify strengths and weaknesses, and the methods of avoiding problem areas. Again, we recognize a policy by a district prohibiting the regular teacher from leaving the class.
7. For at least two or three weeks, we recommend giving the student teacher full responsibility for the program if he/she has not done so. Allow ample time for conferences between the student teacher and the cooperating teacher.

8. Let the student teacher know where the cooperating teacher can be reached in case of an emergency.
9. Work with the university supervisor who will visit four or five times. Share in identifying strengths and weaknesses of the student teacher; and work together to strengthen weak areas.
10. Submit a final evaluation of the student teacher to the university. This final evaluation is mailed to the cooperating teacher during the last week of the student teaching assignment. The university supervisor will submit the final grade for student teaching to the Director of Student Teaching.

TEACHING COMPETENCIES

The Teacher Education Program at North Park University has adopted the Illinois Professional Teaching Standards as competencies for students who complete the program. These standards were endorsed by teachers, administrators and school personnel across the state in an attempt to specify the knowledge, dispositions, and performance of effective beginning teachers.

As newcomers to the field these individuals do not possess the experience of a veteran teacher, however, they should be acquainted with the areas regularly demonstrated by a teacher as well as specific competencies which deem them able to assume full-time responsibilities as a regular classroom teacher.

A mid-term evaluation form should be completed at the mid-point of the assignment so that you and the student teacher may discuss progress and plans for the final weeks. This evaluation should be completed by both individuals (see forms) and shared with the North Park Supervisor.

The standards enumerated in the following section are the criteria for performance of the eleven principles cited in the mid-term evaluation. The final evaluation will be completed by you at the end of student teaching and will include the eleven standards as well as specific competencies enumerated in the next pages.

The cooperating teacher and student teacher should review each principle during the first week of the placement so that plans may be made to experience growth in all areas. Student teachers should inform you regarding areas of strengths, weaknesses, and limited opportunity which will help form plans for growth.

The final evaluation form will be received under separate cover and should be returned by mail in the enclosed envelope.

MIDTERM EVALUATION OF STUDENT TEACHERS

This checklist is to be used at mid-term as one means of helping the student teacher determine how he/she is progressing as a teacher. Please compare the evaluation of the student teacher with that of the cooperating teacher. This form will not be used in the final evaluation of the student teacher, but should form the basis for part of the Student Teacher/Cooperating teacher conference.

INSTRUCTIONS: Use the scale of 1 to 5. A rating of 1 means that the student is very poor in that particular trait; 2 means poor; 3 means average; 4 means good; and 5 means excellent.

| PRINCIPLES FOR BEGINNING TEACHERS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Principle #1 Content Knowledge | | | | | |
| The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. | | | | | |
| Principle #2 Human Development and Learning | | | | | |
| The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. | | | | | |
| Principle #3 Diversity | | | | | |
| The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | | | | | |
| Principle #4 Planning for Instruction | | | | | |
| The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. | | | | | |
| Principle #5 Learning Environment | | | | | |
| The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. | | | | | |
| Principle #6 Instructional Delivery | | | | | |
| The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | | | |
| Principle #7 Communication | | | | | |
| The teacher uses knowledge of effective written, verbal, non-verbal and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | | | |
| Principle #8 Assessment | | | | | |
| The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. | | | | | |
| Principle #9 Collaborative Relationships | | | | | |
| The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardian, and the community to support student learning and well being. | | | | | |
| Principle #10 Reflection and Professional Growth | | | | | |
| The teacher is a reflective practitioner who evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | | | | | |
| Principle #11 Professional Conduct | | | | | |
| The teacher candidate displays professional behavior and strives to improve student learning in a safe and secure environment. | | | | | |

(SAMPLE FINAL STUDENT TEACHING EVALUATION)

North Park University School of Education

The North Park University School of Education seeks to prepare competent professionals who are knowledgeable, reflective, respectful, and serving. These qualities represent the values and traditions of North Park University that embrace diversity and a strong sense of community.

FINAL EVALUATION OF STUDENT TEACHING

To the cooperating teacher:

The School of Education bases its preparation of teacher candidate on the Illinois Professional Teaching Standards as well as the School of Education conceptual framework. These standards represent the knowledge, dispositions, and performance expected of a beginning teacher. Many of these standards have been developed and assessed in other courses and practica while some are more appropriately assessed during student teaching and represent exit outcomes.

Please evaluate the student teacher using the scales below. (It is not the cooperating teacher's responsibility to tally scores. Leave average score box blank for School of Education office to complete.) Please return this form in the self addressed envelope provided. **Thank you for your valuable contribution.**

Student Teacher _____ Date of Evaluation _____

Grade Taught _____ Subject(s) Taught _____

Cooperating School _____ Cooperating Teacher _____

North Park University

STUDENT TEACHER EVALUATION

School of Education-Education 4100, 4110, and 4120/ Education 5810 MATC

(To be completed by Cooperating Teacher)

Copies to:

___ Teacher Candidate file

___ Teacher Candidate

FOR OFFICE USE ONLY:

Reporting Index: Average Index _____

Total all four categories and divide by total number of items checked (do not include NA's).

Name of Candidate _____

Grade/Subject _____

Date _____

School _____

Cooperating Teacher _____

The learning outcomes below are based on the conceptual framework for NPU. The conceptual framework includes: Competent, Respectful, Reflective and Serving. This framework also reflects the Illinois Professional Teaching Standards (IPTS For each outcome, use the following rubric to indicate the level at which the student is performing at this time. Supervisors: If any outcome is not observable during the lesson, please verify its presence by talking with the cooperating teacher and candidate.

NA – Not Applicable or Not Observed

1 – The teacher candidate’s performance is unsatisfactory.

2 – The teacher candidate’s performance demonstrates some progress, but requires improvement.

3 – The teacher candidate’s performance demonstrates expectations for a candidate at this level.

| Competent (IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9) | NA | 1 | 2 | 3 |
|--|----|---|---|---|
| A. Lesson Preparation | | | | |
| 1. Writes clearly stated outcome-based objectives aligned with the Illinois Learning Standards. | | | | |
| 2. Demonstrates knowledge of subject matter by selecting major concepts, generalizations, and methods of inquiry central to the discipline he/she teaches. | | | | |
| 3. Specifies content area concepts and generalizations for the lesson. | | | | |
| 4. Incorporates prior learning into the lesson. | | | | |
| 5. Relates activities or learning experiences to the objectives | | | | |
| 6. Plans instructional procedures appropriate to students’ stages of intellectual and social development that are appropriate to learning outcomes of the lesson. | | | | |
| 7. Justifies the use of varied learning experiences (i.e., cooperative groups, direct instruction, problem solving, etc.) that are sensitive to different learning and performance styles. | | | | |
| 8. Specifies “best practices” in lesson plans. | | | | |
| 9. Adapts curriculum and instruction in writing to special physical, social, cultural, and linguistic needs of individual students as appropriate. | | | | |
| 10. Evaluates stated objectives/learning outcomes in the assessment plan. | | | | |
| 11. Indicates appropriate use of technology in the lesson. | | | | |
| | | | | |

| B. Lesson Presentation | NA | 1 | 2 | 3 |
|---|----|---|---|---|
| 12. Includes an introduction/anticipatory set. | | | | |
| 13. Uses a variety of teaching strategies/methods within the lesson. | | | | |
| 14. Presents lesson in a clear, logical order with intentional use of appropriate examples. | | | | |
| 15. Paces the lesson well by allowing adequate time for student understanding/practice of material. | | | | |
| 16. Implements teaching approaches that are sensitive to different learning and performance styles. | | | | |
| 17. Transmits enthusiasm for learning by presenting ideas/skills in a positive manner. | | | | |
| 18. Initiates broad-based student feedback to check for understanding of material. | | | | |
| 19. Models appropriate listening and speaking skills when interacting with students. | | | | |
| 20. Strives to motivate students through engagement and active learning. | | | | |
| 21. Incorporates strategies for special needs learners. | | | | |
| 22. Experiments with multimedia resources: Power Point, Hyper-studio, spreadsheets or web page design. | | | | |
| 23. Uses correct grammar and pronunciation. | | | | |
| 24. Incorporates technology appropriately: video, DVD, Internet lessons, etc. | | | | |
| 25. Summarizes concludes and/or refocuses ideas at the end of the lesson/unit. | | | | |
| C. Assessment | NA | 1 | 2 | 3 |
| 26. Uses multiple measures within the lesson/unit to evaluate progress and mastery. | | | | |
| 27. Constructs quizzes, tests and/or other forms of formative and summative assessments within lesson/unit. | | | | |
| 28. Develops standards for grading as applicable to the lesson/unit. | | | | |
| 29. Creates alternative as well as standard forms of assessments during lesson/unit. | | | | |
| 30. Establishes and maintains a record keeping system that incorporates multiple measures of progress toward the learning standards. | | | | |
| D. Classroom Management | NA | 1 | 2 | 3 |
| 31. Demonstrates effective and efficient use of class time for routine tasks such as attendance, returning papers, collecting lunch money, etc. | | | | |
| 32. Strives to create a positive learning environment in which students feel secure and productive. | | | | |
| 33. Articulates positively stated class rules, consequences, and expectations for student behavior. | | | | |
| 34. Resolves discipline problems in a professional manner. | | | | |
| Sub-Total | | | | |

| Professional (PTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) | NA | 1 | 2 | 3 |
|--|-----------|----------|----------|----------|
| 1. Demonstrates respect for the learning process by displaying high expectations in classroom learning goals, and well-prepared materials. | | | | |
| 2. Demonstrates professionalism by appropriate dress, conduct, regular attendance, punctuality, and communication. | | | | |
| 3. Incorporates students' experiences, cultural differences, and community resources into instruction as appropriate (i.e., refers to contributions to society by cultures represented in the classroom, acknowledges religious and other traditional customs, encourages the celebration of diversity within community, etc.) | | | | |
| 4. Uses students' names and indicates knowledge of some distinguishing qualities about them, i.e., special needs, abilities, behavior patterns, etc. | | | | |
| 5. Creates learning experiences, such as cooperative and collaborative work, that utilize and affirm the talents of each student as well as the importance of shared learning experiences. | | | | |
| 6. Initiates communication with parents of students as appropriate (greet parents who visit the class, participates in a field trip, participates in parent conferences as needed). | | | | |
| 7. Cooperates with school officials regarding school rules and policies. | | | | |
| Sub-Total | | | | |

| Reflective (PTS: 1, 2, 3, 4, 5, 6, 8, 10) | NA | 1 | 2 | 3 |
|---|-----------|----------|----------|----------|
| 1. Evaluates personal strengths and weaknesses after each lesson and indicates suggestions for how to improve their teaching and management style. | | | | |
| 2. Justifies appropriateness of printed teaching resources (textbooks, periodicals, etc.) and electronic teaching resources (videos, Internet, etc.) for lesson plans and student assistance. | | | | |
| 3. Identifies variations within areas of student development (cognitive, social, emotional, and physical) either in lesson plans, responses to students during lessons or after class. | | | | |
| 4. Assesses individual and group performance in order to design future instruction that meets learners' current needs. | | | | |
| 5. Determines to what extent cultural differences among their students impact or may impact the learning process and social environment within the classroom. | | | | |
| Sub-Total | | | | |



Preparing people to lead extraordinary lives

**LOYOLA UNIVERSITY CHICAGO
STUDENT TEACHING
HANDBOOK**

**LOYOLA UNIVERSITY OF CHICAGO
OFFICE OF ACADEMIC SERVICES
Water Tower Campus
820 North Michigan Ave.
Chicago, IL 60611**

SCHOOL OF EDUCATION

OFFICE OF STUDENT ACADEMIC SERVICES
Water Tower Campus
312/915-6800

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

- Academic Advising
- Program Information
- Student Teaching Site Placement
- Teacher Certification
- Add/Drops
- Graduation

PERSONNEL

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

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

D. Susan Hill, Coordinator of Clinical Services – WTC: Room 1153-shill3@luc.edu



School of Education Impact on Student Learning Project

Purpose:

The Impact on Student Learning Project will give you the opportunity to connect the many components of the assessment process that you have learned at Loyola University Chicago. The purpose of this assignment is to evaluate the degree of impact that you have on student learning by examining:

- Your ability to construct and deliver an instructional unit
- Your ability to construct challenging, meaningful classroom assessments
- Your unit's effectiveness based on students' pre-test and post-test score analysis
- Your ability to analyze and reflect on your experience to promote your own professional growth

Your Assignment:

You are required to teach a multiple week unit plan. Your instructional goals should be based on Illinois state content standards. You will also need to create an assessment plan designed to measure student performance before (pre-assessment) and after (post-assessment) your instructional sequence. These must be clearly aligned. Finally, you need to analyze and reflect on your instructional design, educational context and degree of learning gains demonstrated by your students.

Early in your student teaching, discuss this project with your cooperating teacher and Loyola faculty member to determine the focus of your unit and to determine when you will teach the unit. Refer to the "Assorted Details" sheet for specific dates and deadlines.

Assignment Format:

The following are format requirements for your work:

- Your completed work must not exceed 20 pages, excluding the Appendix (12 point font, one-inch margins).
- Do not include any student names anywhere in your completed assignment. Refer to students by number or alias.
- This assignment must be submitted in narrative format with the following section headings indicated in bold print:

Each facet of the Impact on Student Learning project has been aligned with the Illinois Professional Teaching Standards. The standards can be found at the back of this packet. For a more detailed description of these standards, please go to: <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>

- 1. Contextual Information** (IPTS 2, 3, 5)
- 2. Unit Learning Goals** (IPTS 1, 4, 6, 7)
- 3. Assessment Plan** (IPTS 4, 8)



Preparing people to lead extraordinary lives

**School of Education
Loyola University Chicago**

School of Education Mission

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

Who are we as a School of Education?

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

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

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

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

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

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

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

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

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

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

Author Unknown

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

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

Aristotle

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

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

Abraham

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

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

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

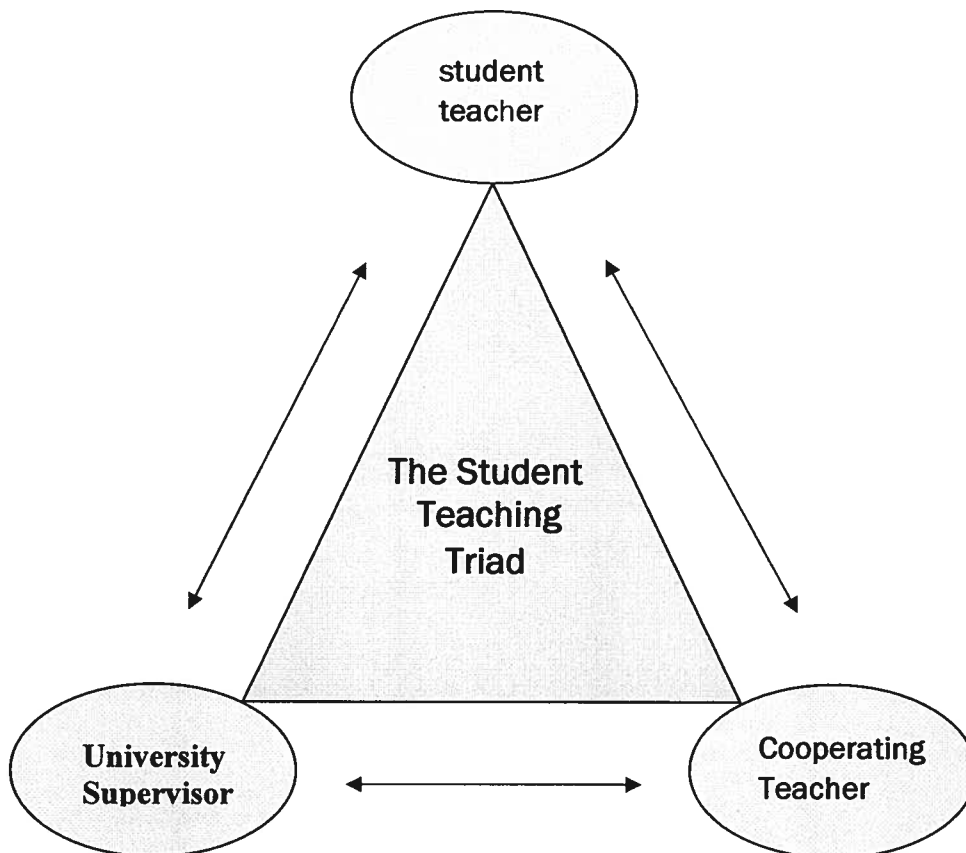
Kolvenbach, P.H. (2000). The Service of Faith and the Promotion of Justice in America Jesuit Higher Education. In Proceeding of the Bannan Institute National Justice Conference. Accessed on August 13, 2001 at: http://www.scu.edu/news/releases/1000/kolvenbach_speech.html). This article explains how the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

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

PURPOSE OF STUDENT TEACHING

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

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



OBJECTIVES OF STUDENT TEACHING

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

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

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

To the student teacher:

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

To the Cooperating Teacher:

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

To the Student Teaching Program:

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

student teaching program.

RESPONSIBILITIES OF THE COOPERATING TEACHER

To the student teacher:

- Give the student teacher an opportunity to become familiar with the classroom, the facilities, the staff, and the policies of the school which includes but is not limited to:
Tour of building, introduction to principal, parking procedures, meal options, library resources, print resources, technology resources, instructional materials availability, parent handbook, handbook of district-wide policies, student tardy and attendance policy, school grading procedures, and school calendar
- Model and provide a number of strategies for effective instruction and classroom management
- Provide for the smooth transition of the student teacher to full-time teaching later in the student teaching experience by encouraging the student to engage in:
One-to-one tutoring, small group instruction, short classroom discussions, team teaching with the cooperating teacher, supervising the work of pupils during independent study time, assisting in the organization and preparation of instructional materials, developing bulletin boards and instructional displays, making use of technology, correcting and grading student work, recording grades, becoming involved in administrative tasks, and interacting with other faculty members, support staff, and the families of their students .
- Observe the student teacher frequently, arranging to see all subjects/periods for which the student teacher is responsible, offering both verbal and written feedback after each observation
- Encourage the student teacher to try their own ideas – not to be a “carbon copy” of the cooperating teacher
- Communicate daily with the student teacher, providing feedback on lesson plans, teaching, and classroom management
- Schedule weekly, more formal, conferences with the Student teacher, assuring on-going communication regarding the student’s strengths and weaknesses
- Enhance the developing professionalism of the student teacher by including them in non-teaching functions such as staffings, parent conferences, in-service activities, etc.
- Schedule feedback conferences as soon as possible after an observation is completed. The conference should include the free flow of ideas and fosters an objective analysis of the development and improvement of the Student Teaching competencies
- Complete two formal evaluations, one at mid-term and the other at the conclusion of student teaching. Provide the results to the university supervisor, attempt to reach a consensus regarding the feedback that will be presented to the student teacher, and help to present the feedback to the student teacher

To the University Supervisors:

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

STUDENT TEACHING PACING GUIDE

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

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

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

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

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

RESPONSIBILITIES OF THE STUDENT TEACHER

Pre-requisites:

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

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

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

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

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

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

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

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

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

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

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

SITE SELECTION

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

Criteria for Site Selection

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

cooperating teacher, university supervisor, and other on-site staff as appropriate.

- The student teaching site will provide opportunities for the student teacher, during the course of the semester, to assume the full teaching responsibilities of the cooperating teacher.

RESPONSIBILITIES OF THE COORDINATOR OF CLINICAL SERVICES

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

The Coordinator of Clinical Services will:

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

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

Evaluation of Student Teaching

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

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

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

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

Loyola University Chicago
Reflective Teaching

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

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

- 1.
- 2.
- 3.

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

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

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

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



Preparing people to lead extraordinary lives

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

Midterm/Final Evaluation

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

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

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

Note to Observer:

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

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

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

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

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

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

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

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

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

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

Cumulative Scoring Page—Student Teaching Midterm/Final Evaluation

Dates of Formal Observations:

Dates of Follow-Up Conferences:

Overall Rating Scores:

Scale: 3= Target 2= Acceptable 1= Unacceptable

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

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

OVERALL SCORE _____/21

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

Plans for Improvement for Midterm:

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

Signatures: Student _____ Teacher/Observer: _____

Date:



Propter speciem et non contemnendam formam

Loyola University Student Teaching Interim Observation Form

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

Observation # _____

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

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

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

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

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

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

Contextual Content Knowledge

IPTs 1A, 1B, 1D, 1E, 1F, 4A, 4B, 4J, 4K, 4L, 4O, 4Q, 8A-D, 8I, 8L,

| | |
|---|-------|
| • Teacher can explain concepts, ideas, skills, and state standards related to content being taught. | 3 2 1 |
| • Content presented to students is accurate and current. | 3 2 1 |
| • Teacher is knowledgeable about content of lessons and uses evidence based strategies. | 3 2 1 |

Technological Responsiveness

IPTs 1I, 1M, 3K, 4E-H, 4R, 6C, 6N, 7K, 8P

| | |
|---|-------|
| • Teacher is able to use technology to convey information to students. | 3 2 1 |
| • Teacher is able to use internet resources to research information for course content. | 3 2 1 |

Cultural Responsiveness

Loyola CF 6; IPTs 3B, 3C, 3E, 3F, 3I, 3J, 3N, 4N, 7B, 7C, 7I,

| | |
|--|-------|
| • Teacher is aware of his or her own biases and prejudices and adjusts practices to promote equitable treatment of all students. | 3 2 1 |
| • Teacher can explain how cultural diversity and social justice are addressed in his or her instruction. <ul style="list-style-type: none"> • Teacher uses person first language in dialogue and written communication. | 3 2 1 |
| • Teacher communicates in ways that demonstrate sensitivity to differences in family structure, culture and gender. | 3 2 1 |

Professionalism

Loyola CF 8, IPTs 8N, 9A-T, 10A-I, 11A-T

| | |
|--|-------|
| • Teacher is prepared for teaching lessons. Materials and resources are readily available. | 3 2 1 |
| • Teacher practices effective time management. | 3 2 1 |
| • Teacher dresses appropriately for every school day. | 3 2 1 |
| • Teacher uses effective and appropriate language with students, staff, administration, and parents. | 3 2 1 |
| • Teacher maintains an orderly classroom environment that is conducive to learning. | 3 2 1 |

Teacher Indication of Planning:

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

Lesson Reflected course of study objectives _____

Strengths:**Areas for Improvement/Growth:****Additional Comments:**

Signature of Observer _____

Signature of student teacher _____

LESSON PLANS

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

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

The following suggestions regarding lesson planning should be helpful:

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

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

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

- Closure:

- Evaluation (How well did the lesson go? What are the results of informal or formal testing of objectives? How did I do?):

4. **Assessment and Analysis of Learning Results** (IPTS 8, 10)
5. **Reflection on Teaching and Learning** (IPTS 10, 11)

You must address several questions when constructing a response for each section. Each section is further described below.

1. Contextual Information

What were some important characteristics of your students and your classroom? What influences did these factors have on your selection of activities and your instructional sequence (if any)? Describe the **specific** learning needs of individual students that require you to substantially modify your instruction. You should include (but are not limited to) these factors:

- evidence drawn from your pretest
- ethnic/cultural/gender make-up
- socio-economic profile
- academic performance/ability
- district/community/classroom environmental considerations
- students with special needs

Include factors that will help the evaluators of this assignment better understand your instructional decisions. If no modifications are made, a rationale must be stated and supported.

Please be sure to complete and attach to the Appendix the *Description of Classroom Environment Form*.

[Suggested total page length for **Contextual Information**: 2 pages]

2. Unit Learning Goals and Objectives

List and describe all of your unit learning goal(s) and objectives for this instructional sequence. How do these unit learning goals support your students' understanding of the state content standards addressed in this unit? Remember, your unit learning objectives should be clearly stated, developmentally appropriate and described in terms of pupil performance, NOT activities. What will students know and be able to do at the end of this instructional unit?

Please include your unit calendar in the appendix.

[Suggested total page length for **Unit Learning Goals**: 1 page]

3. Assessment Plan

Select a class/group of students whom you are teaching and a unit on which to evaluate the impact on every student's learning. Decide on a method of collecting data on your impact upon student learning using an assessment that will generate data suitable for analysis, such as a pre- and post-test. The assessment(s) you choose should be aligned with your objectives. The assessments can be of the authentic/alternative or traditional nature or a combination of both. Your pre and post assessment methods need not be the same although they can be.

You should also provide a narrative description which:

- Explains how the assessments specifically address each of the objectives.

- Explains why you have chosen each of these assessments to attain your stated learning objectives.
- Discusses the ways in which the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed.
- Discusses how the pre and post-assessment are clearly aligned.
- Describes what else you would do informally and formally during the course of the unit to assess student understanding and progress.
- Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) in the Appendix.

[Suggested total page length for the **Assessment Plan**: 1-2 Pages]

4. Assessment and Analysis of Learning Results

Perform the analysis on two levels:

- Whole group: By using simple descriptive techniques, compare the pre-and post-test results.
- Individuals: Select two students who represent different levels of performance based on gain scores and examine the data you have on them.

What did your analysis of the learning results tell you about the degree to which **each** of your learning goal(s) and objective(s) were achieved for your whole class? Individual students?

Discuss specific evidence from the pre and post assessment data to support your answer. Make sure you address and evaluate the learning of all students.

Do the assessment results accurately reflect the degree of learning students demonstrated during the classroom activities? Explain.

Wherever statistical techniques, charts, or other representations are used, describe them adequately in the narrative. Provide the rationale for each of the statistical techniques used, a description of the findings, and meaningful interpretation (finding and matching patterns, categorizing, drawing inferences, and making meaning from the data). Provide a graphic representation showing the comparison between the pre and post assessments and insert in text in this section.

[Suggested total page length for **Assessment and Analysis of Learning Results**: 3-4 pages.]

5. Reflection on Teaching and Learning

- Based on evidence of learning from your pre and post assessment data, how and why might you teach this instructional sequence differently if you were to teach it again? Explain the reasons for your response based on evidence from the assessment data. Be sure to reflect on each learning goal.
- What are two of the ways that your teaching fostered learning in your students? Cite specific evidence from student responses that lead you to this conclusion.

- Based on your analysis of your teaching and student learning, what further professional development experiences will you need to support your teaching of this unit of instruction? Explain the reasons for your response based on evidence from the student assessment data.

Additional prompts for Reflection:

- Select the learning objective where your students needed more opportunity to grow.
- Consider the individual items on your assessment and their effectiveness in measuring student learning. Upon which items were your students most successful? Least successful? Reflect on reasons for the levels of performance on those items, including student prerequisite knowledge, student motivation, instructional strategies, and item design.
- What instructional strategies did you use? Reflect on relationships between teaching strategies and performance on related objectives.
- What other forms of assessment (including informal assessment such as questioning, large/small group response, etc) did you use? Reflect on the appropriateness of the assessments and on the relationships between the feedback you got from those assessments and performance on related objectives.

[Suggested total page length for **Reflection on Teaching and Learning**: 3-4 pages]

DESCRIPTION OF CLASSROOM ENVIRONMENT

Grade level(s) in class _____

of students enrolled in class _____

Classroom Grouping (check all that apply)

_____ Whole class _____ Small groups _____ Individual _____ Peer teaching
_____ Other _____

Instructional Materials (check all that apply)

_____ Textbooks _____ Manipulatives _____ Technology _____
Other: _____

Resources (select one and list)

_____ Well Equipped _____ Adequately Equipped _____ Poorly Equipped
List available resources:

Teaching interruptions (select one and describe)

_____ Few _____ Some _____ Many

Description:

Help available to you (check all that apply)

_____ Educational Assistant(s) _____ Peer Tutors _____ Parent Volunteers _____
Resource Teachers _____ Other _____

Individual Differences

_____ # of students with special needs
_____ # of students who are gifted/talented _____ # of students who are Title I
_____ # of students who are male _____ # of students below grade level
_____ # of students who are female
_____ Other: _____

Describe the technological resources available to you in this classroom:

Describe the cultural make-up of the class:

Describe the attitudes toward individual differences in this classroom:

Describe the physical organization of the classroom:

Describe the typical kinds of instructional methods employed in this classroom:

Describe the typical approach to assessment in this classroom:

Indicate any other aspects of this classroom that have not been addressed by the above:

Illinois Professional Teaching Standards

#1 Content Knowledge

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

#2 Human Development and Learning

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

#3 Diversity

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

#4 Planning for Instruction

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

#5 Learning Environment

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

#6 Instructional Delivery

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

#7 Communication

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

#8 Assessment

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

#9 Collaborative Relationships

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

#10 Reflection and Professional Growth

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

#11 Professional Conduct

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

Loyola University Chicago
Impact on Student Learning Project Rubric

Candidate Name _____
 Program _____

Faculty Assessor _____
 Date _____

| | Target | Acceptable | Unacceptable | Not Present |
|--|---|---|--|-------------|
| Project Clarity and Conventions | Candidate's project is well-written and of collegiate level. There is a clear beginning, middle, and end. The essay flows nicely from one idea to the next. | Candidate's project is adequately written and of a collegiate level. There is a beginning, middle, and end. The essay is unclear or choppy in some parts. | The candidate's project is below collegiate level. It is unstructured and unclear. | |
| Grammar and Spelling | The candidate's project is free from grammar and spelling errors. | The candidate's project has a few grammar and spelling errors. | The candidate's project is riddled with grammar and spelling errors. | |

| Contextual Factors | | | | |
|--|--|---|--|--|
| Knowledge of Student Characteristics IPTs 2, 3 | Candidate displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. | Candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. | Candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities) | |
| Knowledge Of Students' Varied Approaches to Learning IPTs 2, 3 | Candidate displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning. | Candidate displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities). | |

| | | | | |
|---|---|--|---|--------------------|
| Knowledge of Students' Skills and Prior Learning IPTs 4 | Candidate displays general & specific understanding of students' skills and prior learning that may affect learning. | Candidate displays general knowledge of students' skills and prior learning that may affect learning. | Candidate displays little or irrelevant knowledge of students' skills and prior learning. | |
| Knowledge of Community, School, and Classroom Factors IPTs 3, 4 | Candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning. | Candidate displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. | Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom. | |
| Implications for Instructional Planning and Assessment IPTs 3, 4, 5 | Candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | Candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications. | |
| Unit Learning Objectives | Target | Acceptable | Unacceptable | Not Present |
| Significance, Challenge, and Variety IPTs 1, 3, 4, 6, 7 | Objective(s) reflect several types and/or levels of learning and are significant and challenging. | Objective(s) reflect several types and/or levels of learning but lack significance or challenge. | Objective(s) reflect only one type or level of learning. | |
| Clarity IPTs 4 | Objective(s) are clearly stated as learning outcomes. | Most of the objective(s) are clearly stated as learning outcomes. | Objective(s) are not stated clearly and are activities rather than learning outcomes. | |
| Appropriateness For Students IPTs 2, 4 | Objective(s) are appropriate for the development, pre-requisite knowledge, skills, experiences; and other student needs. | Most objective(s) are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | Objectives are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. | |

| | | | | |
|---|--|--|--|--------------------|
| Alignment with National, State, or Local Standards IPTTS 4 | Objective(s) are explicitly aligned with national, state or local standards. | Most objective(s) are aligned with national, state or local standards. | Objective(s) are not aligned with national, state or local standards. | |
| Assessment Plan | Target | Acceptable | Unacceptable | Not Present |
| Alignment with Learning Objective(s) and Instruction IPTTS 4, 8 | Each of the learning objective(s) is assessed through the assessment plan; assessments are congruent with the learning objectives in content and cognitive complexity. | Most of the learning objective(s) are assessed through the assessment plan, but many are not congruent with learning objectives in content and cognitive complexity. | Content and methods of assessment lack congruence with learning objectives or lack cognitive complexity. | |
| Clarity of Criteria and Standards for Performance IPTTS 4, 8 | Assessment criteria are clear and are explicitly linked to the learning objective(s). | Assessment criteria have been developed, but they are somewhat unclear or are not explicitly linked to the learning objective(s). | The assessments contain no clear criteria for measuring student performance relative to the learning objectives. | |
| Multiple Modes and Approaches IPTTS 8 | Assessment is on-going and includes multiple assessment modes, both formal and informal. | Assessment is on-going but lacks multiple assessment modes. | Teacher fails to conduct on-going assessment, both formal and informal. | |
| Assessment Copies | Copies for each assessment and their corresponding rubrics are included in the Appendix. | Copies for most assessments and their corresponding rubrics are included in the Appendix. | Copies for each assessment and their corresponding rubrics are missing from the Appendix | |
| Assessment and Analysis of Learning Results | Target | Acceptable | Unacceptable | |
| Analysis | Clear and thorough analysis has been done on two levels: whole group and individuals. | Analysis has been done on two levels: whole group and individuals. | Analysis is missing or is inadequate on one or more levels: whole group and individuals. | |

| | | | | |
|--------------------------------------|--|---|--|--|
| <p>Pre and Post Test Data</p> | <p>Provides an accurate and clear summary of student performance on pre- and post-assessments. Statistical techniques, charts, and other representations have been adequately described.</p> | <p>Provides a summary of student performance on pre- and post-assessments. Statistical techniques, charts, and other representations have been described.</p> | <p>Fails to provide a summary of student performance on pre- and post-assessments. Statistical techniques, charts, and other representations are missing and/or unclear.</p> | |
|--------------------------------------|--|---|--|--|

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|--|---|---|--|--------------------|
| Clarity and Accuracy of Presentation | Presentation is easy to understand and contains no errors of representation. | Presentation is understandable and contains few errors. | Presentation is not clear and accurate; it does not accurately reflect the data. | |
| Interpretation of Data | Interpretation is meaningful, and appropriate conclusions are drawn from the data. | Interpretation is technically accurate, but conclusions are missing or not fully supported by data. | Interpretation is inaccurate, and conclusions are missing or unsupported by data. | |
| Evidence of Impact on Student Learning | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | |
| Reflection on Teaching and Learning | Target | Acceptable | Unacceptable | Not Present |
| Insights on Effective Instruction and Assessment IPTS 10 | Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | Provides no rationale for why some activities or assessments were more successful than others. | |
| Reflection on Teaching and Learning | Target | Acceptable | Unacceptable | Not Present |
| Interpretation of Student Learning IPTS 10 | Uses evidence to support conclusions drawn in "Assessment and Analysis" section. Explores multiple hypotheses for why some students did not meet learning goals. | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Assessment and Analysis" section. | No evidence or reasons provided to support conclusions drawn in "Assessment and Analysis" section. | |

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| Alignment Among Goals, Instruction and Assessment IPTS 10 | Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. | Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | |
| Implications for Future Teaching IPTS 10 | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning. | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning. | Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. | |
| Implications for Professional Development IPTS 10, 11 | Presents a professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals. | Presents professional learning goals that are somewhat related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals. | Provides no professional learning goals or goals that are not related to the insights and experiences described in this section. | |

Comments:

Based on the content of the candidate's Impact on Student Learning project, the student _____ (has met / has not met) the requirements set out by the faculty of the Loyola School of Education.

Faculty Member: _____

Date: _____



Loyola University Chicago Professional Profile

Preparing people to lead extraordinary lives

Each student seeking teacher certification through the School of Education at Loyola University Chicago must complete a professional teaching portfolio that demonstrates expertise in content areas and pedagogy as well as reflection on clinical and classroom experiences. The purpose of the portfolio throughout all of these stages is to demonstrate evidence of professional competence in both education and/or the content area as well as to meet national and state professional teacher preparation standards.

CF 2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

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

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

Requirements for the portfolio content:

- 1) Resume
- 2) Personal Educational Philosophy

Your educational philosophy should be a reflective statement which includes aspects of the Loyola University Chicago's School of Education's conceptual framework addressing areas of knowledge, skills, ethics, and service in the candidate's personal understanding and acquisition of teacher education. Be sure to share anecdotes from your clinical experiences/student teaching where you witnessed, firsthand, challenges to your previously held beliefs regarding issues of social justice.

Questions to Address:

- **What is the purpose of education?**
- **What is your role as an educator?**
- **What are your beliefs about how children learn?**
- **How will your beliefs affect your teaching? (Classroom management, instructional strategies, curriculum design, assessment, etc.)**
- **What will be your relationship with the community, parents, teaching colleagues, administration?**

Additional Questions to Consider:

- **How will you reach the diverse children in your classroom?**
- **How do you define your community of learners?**
- **How do you balance the needs of the individual learner with the needs of the classroom community?**
- **What are your goals for students?**
- **How will you bring a global awareness into your classroom?**

3) Impact on Student Learning Project

4) Reflection on Collaborative Relationships

This reflection will demonstrate your understanding of the role of the community in education and your development of collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. Describe activities that you were engaged in during your time in the School of Education where you experienced the impact, both positive and negative, of collaborative relationships on student learning and well-being. These experiences might include, but are not limited to, service learning projects, after-school tutoring, committee membership, working with parents, extra-curricular duties, etc.

Members of the Teacher Education Faculty will evaluate the portfolio in order to approve the candidate for certification.

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

Candidate Name _____ Certification _____

Grad/Undergrad _____ Term _____

| | Target | Acceptable | Not Acceptable | Not Present |
|--|---|---|---|-------------|
| Resume | Candidate's resume is comprehensive and up to date. Resume has a professional format, is easy to read. | Candidate's resume includes the necessary elements. | Candidate's resume has missing elements. Resume is hard to follow and appears unprofessional. | |
| Educational Philosophy | | | | |
| Focus/Unity CF 2 CF 3 CF 7 | Candidate has a clear and concise statement of learning. There is a clear connection between beliefs and practice. There is critical thought and substantial application to the candidate's own teaching. | Candidate has a statement of learning. Connections are made from beliefs to practice. Candidate understands the application of theory to practice. | Statement of philosophical beliefs of learning is vague. Vague connections are made between beliefs and practice. Candidate has a surface understanding and little application of theory to practice. | |
| Depth | Candidate displays insight and demonstrates significant reflection and awareness. Candidate establishes significant connections to the wider educational world. | Candidate displays understanding and reflection. Candidate makes reference to the wider educational world. | Candidate shows minimal reflection or insight. Candidate shows a limited connection to the wider educational world. | |
| Conceptual Framework CF 2 CF 3 CF 7 | Candidate explains, through rich narratives, his/her beliefs regarding issues of social justice. Narrative components connect clearly to the areas of knowledge, skills, ethics, and service. | Candidate explains in narrative form his/her beliefs regarding social justice. Narrative components are connected to the areas of knowledge, skills, ethics, and service. | Candidate offers few or superficial narratives. Narratives do not connect to the areas of knowledge, skills, ethics, and service. | |

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| General Quality | All required elements and information is present. Educational philosophy is professional in appearance. There are no grammatical or spelling errors. It is thoughtful and well-written. The paper demonstrates considerable effort. | The Philosophy of Education essay has required elements. Appearance is adequate. There are few spelling and grammar errors. The paper demonstrates time and effort. | The Philosophy of Education paper is missing or has irrelevant information. It is unprofessional in appearance. It has many grammar and spelling errors. | |
| Impact on Student Learning (See Separate Rubric) | | | | |
| Reflection on Collaborative Relationships | | | | |
| The Role of Community (IPTS 9) | Candidate's reflection demonstrates significant understanding of the role of the community in education. | Candidate's reflection demonstrates an understanding of the role of the community in education. | Candidate's reflection demonstrates little understanding of the role of the community in education. | |
| Importance of Collaborative Relationships (IPTS 9) | Candidate's reflection demonstrates a significant understanding of the importance of the development of collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. | Candidate's reflection demonstrates an understanding of the importance of the development of collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. | Candidate's reflection demonstrates little, if any, understanding of the importance of the development of collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. | |
| Collaborative Relationship Activities (IPTS 9) | Candidate richly and clearly describes activities engaged in during his/her time in the School of Education where he/she experienced the impact, both positive and negative, of collaborative relationships on student learning and well-being. | Candidate describes activities engaged in during his/her time in the School of Education where he/she experienced the impact, both positive and negative, of collaborative relationships on student learning and well-being. | Candidate fails to or is unclear in their description of activities engaged in during his/her time in the School of Education where he/she experienced the impact, both positive and negative, of collaborative relationships on student learning and well-being. | |
| General Quality | All required elements and information is present. Reflection on Collaborative relationships is professional in | The Reflection on Collaborative Relationships essay has required information or elements. Appearance is adequate. | The Reflection on Collaborative relationships essay is missing or has irrelevant information. It is unprofessional in | |

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| | appearance. There are no grammatical or spelling errors. It is thoughtful and well-written. The paper demonstrates considerable effort. | There are few spelling and grammar errors. The paper demonstrates time and effort. | appearance. It has many grammar and spelling errors. | |
|--|---|--|--|--|

Comments:

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

Faculty Member: _____

Date: _____

Qualifying Information Required for Certification

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

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

1. Are you a U.S. Citizen?

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

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

3. Have you ever been convicted of a felony, or any sex, narcotics or drug offense in Illinois or any other state?
DUI convictions for alcohol do not require a “yes” answer to the above question.

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

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

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

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

7. Applicants must sign and date the following statement:

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

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

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

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

APPLYING FOR YOUR CERTIFICATE

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

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

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

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

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

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

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

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

Step 4: ISBE Educator's Certification System (ECS)
You can proceed to the Illinois State Board of Education on-line certification site, ECS, www.isbe.net/ECS
[Note: You will be able to use Master Card or Visa credit cards to pay your fees.]

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

Step 5: Certificate Issuance
Your certificate will then be mailed to the address you provide on the ECS system, so it is imperative that you double-check the address included in your application.

Step 6: Certificate Registration
Instructions are also provided on how to register your certificate online.
There is a minimal fee for the service in addition to the registration fee, but it is well worth it.

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

INITIAL TEACHER PREPARATION
ENTITLEMENT INFORMATION FORM

Please fill-out this form attach the necessary documents and return to your professor or mail it to:
 Certification Office
 Loyola University Chicago
 School of Education, 11th floor
 820 North Michigan Avenue
 Chicago, IL 60611

NAME _____ SSN _____

TELEPHONE NUMBER _____ EMAIL _____

_____ BA/BS _____ MED

_____ Elementary Middle Grade Endorsement(s):

_____ Secondary Major _____

Add't Endorsements

_____ LSBI _____ Foreign Language

DO NOT WRITE BELOW THIS LINE

To be completed by the Certification Officer

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

Entitlement Notification of Completion of ALL Requirements:

 DATE (submitted to ISBE)

 Initials

 DATE (email to student)

 Initials