

CHICAGO SEMESTER
STUDENT TEACHING & PROFESSIONAL SEMINAR
SPRING 2008

SUPERVISORS

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COURSE DESCRIPTION

Prospective teachers are placed in Chicago area classrooms to work cooperatively with qualified, experienced teachers. While in the schools, the student teachers are responsible for planning lessons, teaching students, and collaborating with school staff, faculty, administration and parents. Weekly journals enable students to apply the action-reflection model to their student teaching experience. Supplementing the teaching internship is a weekly professional seminar that gives students the opportunity to discuss issues and share ideas. Students also learn more about multiculturalism, teaching for social justice, classroom management, professional portfolios, and interviewing. The unique attributes, assets, and challenges of a specific Chicago neighborhood are also investigated.

COURSE MEETING TIMES

Tuesdays, 4:30 – 6:30 p.m., Calder Room

OBJECTIVES

As a result of their experience at Chicago Semester, students will be better able to:

1. Apply Christian worldview concepts to the analysis of cultural phenomena (social, political, economic) by:
 - a. Researching a Chicago neighborhood and interpreting that community using the Assets Based Community Development (ABCD) model.
2. Articulate a personal understanding of faith as it pertains to urban challenges and institutions by:
 - a. Applying their perspective on the world in their student teaching placement and daily living situations.
3. Identify the significance and contribution of racial, linguistic, economic, religious and cultural diversity to the urban experience of America, specifically Chicago by:
 - a. Analyzing privilege and how it impacts educational institutions and everyday life.
4. Articulate the meaning and significance of vocation for themselves and corporately within their cultural and social environment by:
 - a. Reflecting on the significance of their student teaching placement and evaluating its significance to their lives and to their vocational development.

5. Exhibit high standards of professional behavior and strive for professional competence in both their student teaching placement and professional seminar by:
 - a. Demonstrating proficiency in planning instruction, meeting individual needs, and assessing student learning.
 - b. Identifying and implementing effective strategies for teaching diverse learners in multicultural, urban settings.
 - c. Developing their ability to think reflectively in order to identify their own strengths and weaknesses.
 - d. Working collaboratively to identify problems and generate solutions.
 - e. Designing an interdisciplinary unit appropriate for their students.
 - f. Creating a professional portfolio based on recognized teaching standards.
 - g. Utilizing available resources, such as libraries and museums, to enhance their teaching.
 - h. Demonstrating professionalism in conduct, language, attire, confidentiality, punctuality, and attendance.

6. Practice responsible citizenship that contributes to social justice and the redemption of the culture of which they are a part by:
 - a. Identifying the relationship between themselves and civil society and articulating their values and commitments to pursuing social justice and the transformation of society.

ATTENDANCE POLICY

Student teaching is a 14-week full-time experience. Student teachers will follow the calendar of their assigned school. Any unexpected absences must be reported to the cooperating teacher and the college supervisor.

- If a student teacher wishes to request permission to be excused from their student teaching commitment (i.e. job fair), he/she must complete the *Request for Absence from Student Teaching* form.
- Any student teacher who misses 3 or more days of student teaching will be required to make-up those missed days at the end of the semester.

STUDENT TEACHING REQUIREMENTS

70% of the final grade will be determined by the student teacher's effectiveness in lesson planning and teaching, in addition to fulfillment of other student teaching requirements.

TEACHING – There should be a gradual increase of teaching responsibilities, culminating with at least three full weeks (15 days) of planning and directing the entire school day during the semester. (Seven or eight days for each 7-week placement.) The supervisor will observe the student teacher a minimum of 4 times during the semester.

- ✓ Assessment will be based on the final evaluation forms completed by the cooperating teacher(s) and supervisor. (50% of ST grade)

LESSON PLANNING – Students are expected to become familiar with the curriculum goals, standards, and frameworks of the Chicago Public Schools and the State of Illinois. Lesson plans must be written for every lesson and will follow the guidelines provided. All lesson plans will be organized in the *Student Teaching Notebook*. A copy of the lesson that is being observed should be given to the supervisor along with any handouts and the textbook being used (if available).

- ✓ Assessment will be based on adherence to lesson plan format and student teacher's self-evaluation. (20% of ST grade)

SELF-EVALUATIONS – Beginning the fourth week of the student teaching placement, the student teacher will write self-evaluations for all lessons taught in a specific content area that week. Example: Week 4 = Guided Reading, Week 5 = Math, Week 6 = Writer's Workshop, etc.

- ✓ Assessment will be based on the quality of self-evaluations. (10% of ST grade)

STUDENT TEACHING NOTEBOOK - When the supervisor visits the student teacher, he/she should be provided with a notebook containing the class schedule, all lesson plans taught, written feedback from the cooperating teacher, self-evaluations, etc...

- ✓ Assessment will consider the number of lessons prepared and organization of materials in the notebook. (5% of ST grade)

SCHOOL ACTIVITIES – Student teachers will participate in school activities such as, school open house, teachers' meetings, parent/teacher conferences, lunchroom and recess duties, school concerts and programs, professional development meetings, and some after school activities.

- ✓ Assessment will consider the student teacher's attendance at, and/or participation in, school activities. (5% of ST grade)

THEMATIC UNIT – A thematic unit will be prepared and taught during the semester. The unit will integrate literacy and two or more content areas. The unit topic must be submitted to the college supervisor for approval. Assessment instruments will be developed by the student teacher and a handout summarizing the unit will be prepared for group members. Note - Additional components are required by Calvin College.

- ✓ Assessment will be determined by adherence to the requirements and overall quality of the unit. (10% of ST grade)

PROFESSIONAL SEMINAR REQUIREMENTS

30% of the final grade will be determined by the quality of the completed professional seminar requirements.

WEEKLY SEMINAR – The weekly seminar meets on Tuesdays from 4:30 – 6:30 p.m. Seminars are usually held at the Chicago Semester Offices, but may occasionally be held at other times and/or other locations. Student teachers are expected to attend each seminar and to actively participate. If a student teacher is ill and will not be able to attend the seminar, he/she must contact the supervisor.

- ✓ Assessment will consider attendance, promptness, and participation. (30% of Seminar grade)

REFLECTION PAPERS – Weekly reflections allow student teachers to reflect on what they observe and on what they do. It is also a dialogue between the student teacher and his/her supervisor. Student teachers will submit their reflections to their supervisors each Tuesday. (Appendix B – *Weekly Reflection Journals*)

- ✓ Assessment will consider student teacher's ability to thoughtfully reflect on the assigned topics and to honestly share his/her concerns. (40% of Seminar grade)

OBSERVATIONS – At the beginning of the semester, student teachers are expected to observe their cooperating teachers teach all subject areas or periods. At the end of the student teaching semester (or the end of each student teaching placement), student teachers are required to observe other teachers in a variety of grade levels.

- ✓ Assessment will include reflection papers focusing on observation of the cooperating teacher and completion of the observation report forms. (Included in reflection paper grade)

NEIGHBORHOOD STUDY – The city of Chicago is made up of many neighborhoods, each with unique attributes. Students will learn about the cultural and racial make-up of a specific community during a neighborhood visit. They will tour the community in an effort to learn about the assets of the neighborhood as well as the challenges facing the neighborhood residents. They will also learn what defines the neighborhood and its borders, and which issues are currently being debated. Emphasis will be on how the neighborhood changes, challenges, assets, and social issues have affected education. After exploring internet resources, visiting museum/community center, observing in a school, and touring the neighborhood, groups will come together to present their findings. (Appendix B - *Neighborhood Study*).

- ✓ Assessment will be determined by participation in the neighborhood tour, adherence to the requirements, overall quality of the information gathered, and the small group presentation. (5% of Seminar grade)

RESOURCES FOR TEACHERS IN CHICAGO – Student teachers will visit at least one of the *Resources for Teachers in Chicago* (Handout).

- ✓ Assessment will be based on how well the summary describes how the institution is a benefit to teachers. (5% of Seminar grade)

VIDEO ANALYSIS – The student teacher will videotape one lesson and complete a self-evaluation for that lesson. (Appendix B - *Video Analysis*) The student will seek parental permission in an introductory letter. The video and self-evaluation will be reviewed by the supervisor and will count as an additional observation.

- ✓ Assessment will consider the quality of the written lesson plan, the video, and the *Video Analysis*. (10% of Seminar grade)

PROFESSIONAL PORTFOLIO - A standards-based portfolio must be well developed by the thirteenth week of the semester. (Appendix B - *Professional Portfolio*)

- ✓ Assessment will be determined by organization, visual appeal, variety of artifacts, and rationales to support artifacts. (10% of Seminar grade)

COURSE GRADING

The following ratings will be used to assess each requirement:

+ = Excellent (A) / = Sufficient (B) - = Needs work (C)

Chicago Semester will assign a final letter grade of A, B, or C at the end of the semester.

Chicago Semester will make reasonable accommodations for students with documented disabilities. Students can alert us in the “Additional Information” portion of the Application Form prior to their coming, or they can notify the Director privately if necessary. Students should also alert their instructors during the first two weeks of class so that accommodations can be made. For further assistance, contact Clinton Stockwell at Clintons@chicagosemester.org.