

CHICAGO SEMESTER
STUDENT TEACHING & PROFESSIONAL SEMINAR
FALL 2009

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 urban issues and share ideas. Students also learn more about teaching in a diverse society, teaching for social justice, language and culture, classroom management, professional portfolios, resume writing, and interviewing techniques. The unique attributes, assets, and challenges of a specific Chicago neighborhood are also investigated.

COURSE MEETING TIMES

Tuesdays, 4:30 – 6:30 p.m., Burnham Room (unless otherwise noted)

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. Analyze urban institutions and processes and articulate a personal understanding of faith as it pertains to urban challenges by:
 - a. Applying their faith perspective to their student teaching placement and daily living situations.

3. Identify the important aspects of racial, linguistic, economic, religious and cultural diversity in the city and analyze persistence of inequality in urban institutions by:
 - a. Analyzing privilege and how it influences educational institutions and everyday life.
 - b. Exploring how language and dialects can create inequalities in schools causing an achievement gap.
4. Articulate the meaning and significance of vocation for themselves personally 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. Examining the relationship between themselves and the school community and articulating their values and commitments to pursuing social justice and the transformation of education.

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.

The following ratings will be used to assess all student teaching and professional seminar requirements:

4 = Excellent: The student teacher demonstrates an exceptionally high level of performance for a novice in this area
3 = Proficient: The student teacher demonstrates a competent level of performance for a novice in this area.
2 = Developing: The student teacher shows some deficiencies in performance for a novice in this area.
1 = Unacceptable: The student teacher’s performance in this area is below acceptable standards for a novice teacher.

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 *Chicago Semester* supervisor will observe the student teacher a minimum of 5 times during the semester.

- ✓ Assessment will be based on observation forms completed by the supervisor and the final evaluation forms completed by the cooperating teacher(s). (50% of ST grade, 4-point scale)

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 follow the CS format (Appendix A), be written for every lesson, be detailed enough for another teacher to follow, and be reviewed and initialed by the cooperating teacher before they are taught. 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 appropriateness of the content and activities for the students and adherence to *Chicago Semester Lesson Plan* requirements. (20% of ST grade, 4-point scale)

PRE-OBSERVATION QUESTIONS – Before each observation by the *Chicago Semester* supervisor, the student teacher should have prepared answers for the Pre-Observation Questions (Appendix A) and attached their answers to the lesson that will be observed.

- ✓ Assessment will be based on the thoroughness of the response. (Grade is included in the lesson planning grade.)

SELF-EVALUATIONS – In addition to the self-evaluations required as part of the reflection journal, beginning week 4, 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, 4-point scale)

STUDENT TEACHING NOTEBOOK - When the supervisor visits the student teacher, he/she should be provided with a 3-ring binder containing the class schedule, all lesson plans taught, written feedback from the cooperating teacher, self-evaluations, etc... Lesson plans (and attached self-evaluations when required) must be organized by week.

- ✓ Assessment will consider the number of lessons prepared and organization of materials in the notebook. (5% of ST grade, 4-point scale)

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, 4-point scale)

VIDEO ANALYSIS – The student teacher will videotape one lesson and complete a self-evaluation for that lesson. (Appendix A - *Video Analysis*) The student will seek parental permission in an introductory letter at the beginning of the semester. The video, lesson

plan, 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*. (Grade is included in the teaching, lesson planning, and self-evaluation grades.)

THEMATIC UNIT – A thematic unit will be created and taught during the semester (Appendix A – *Thematic Unit Requirements*). 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)

Attendance Policy

Student teaching is a 14-week full-time experience. Student teachers will follow the calendar of their assigned school(s). 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 (Appendix C).
- Any student teacher who misses 3 or more days of student teaching may be required to make-up those missed days at the end of the semester.

Course Grading For Student Teaching

The college determines the number of credits earned for Student Teaching. All student teachers enrolled in the *Chicago Semester* program must complete all *Chicago Semester* Student Teaching requirements in order to earn a passing grade. *Chicago Semester* will assign a final letter grade of A, B, C, or D at the end of the semester.

Late Work

- 1-2 points (25%-50% of total points) will be deducted for late assignments.

Refer to the Student Teaching and Professional Seminar Handbook for additional information related to alternative seminar enrollment or employment, remediation, change in placement, substitute teaching, insurance, and work stoppage or strike.

PROFESSIONAL SEMINAR REQUIREMENTS

WEEKLY SEMINAR – The weekly seminar usually meets on Tuesdays from 4:30 – 6:30 p.m. Seminars are normally 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, 4-point scale)

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 e-mail their reflections to their supervisors every Monday. (Handout)

- ✓ Assessment will consider the student teacher's ability to thoughtfully reflect on the assigned topics and to honestly share his/her concerns. (40% of Seminar grade, 4-point scale)

OBSERVATIONS – At the beginning of the semester, student teachers are expected to observe their cooperating teacher(s) 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 and/or subjects.

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

NEIGHBORHOOD STUDY – Students will learn about the cultural and racial make-up of a specific community during a neighborhood tour. They will meet with community members 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. After exploring internet resources and touring the neighborhood, students will analyze their findings using the Assets-Based Community Development (ABCD) model. Finally, they 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 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 2-page summary describes how the institution is a benefit to teachers. A brochure from the institution will also be submitted. (5% of Seminar grade, 4-point scale)

ADMINISTRATOR INTERVIEW – Student teachers will interview an administrator at their assigned school (Appendix B – *Administrator Interview*). A computer generated copy of the interview questions and responses will be submitted.

- ✓ Assessment will be determined by adherence to the interview guidelines. (5% of Seminar grade, 4-point scale)

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

- ✓ Assessment will be determined by organization, visual appeal, variety of artifacts, and rationales to support artifacts. (15% of Seminar grade)

VIDEO SNAPSHOT - Student teachers will select one portion of their teaching video to share with their small group. They will complete the Video Snapshot form (Appendix B – *Video Snapshot*).

- ✓ Assessment will be determined by the quality of written responses. (Included in the weekly seminar grade)

Course Grading for the Professional Seminar

The college determines the number of credits earned for the Professional Seminar. All student teachers enrolled in the *Chicago Semester* program must complete all *Chicago Semester* Professional Seminar requirements in order to earn a passing grade. *Chicago Semester* will assign a final letter grade of A, B, C, or D for at the end of the semester.

Late Work

- 1-2 points (25%-50% of total points) will be deducted for late assignments.