

Student Handbook for the Teacher Certification Program

Loyola University New Orleans



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PREFACE

This handbook has been developed to assist those Loyola University New Orleans students who are interested in pursuing a teaching career in a secondary setting (grades 6-12). It outlines licensure requirements stipulated by the State of Louisiana Department of Education and Loyola University New Orleans. Students having questions concerning secondary education certification may consult one of the following persons:

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Students having questions concerning financial assistance and scholarships may consult:

Office of Scholarships and Financial Aid	865- 3231 finaid@loyno.edu
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Loyola University New Orleans is an academic community whose doors are open to qualified men and women regardless of age, religion, color, handicap, or national origin.

INTRODUCTION

The Teacher Certification Program, which is based on a foundation of liberal arts education, emphasizes the importance of the individual effort in striving to achieve true educational growth and development. The idea of broad intellectual development is presented, regardless of the area(s) of certification. The purpose of the Teacher Certification Program is to prepare the student to become a competent, professional beginning secondary school teacher while meeting State certification requirements.

SECONDARY FIELDS OF CERTIFICATION OFFERED:

1. English
2. Mathematics
3. Social Studies
4. Biology
5. Environmental Studies
6. Chemistry
7. Physics
8. French
9. Spanish
10. Latin

PROCEDURES FOR ENTRY AND CONTINUANCE IN TEACHER EDUCATION
Secondary Education – Grades 6-12

ADMISSION

Candidates for the Teacher Certification Program come from the academic departments of the College of Humanities and Natural Sciences and the College of Social Sciences.

An undergraduate student wishing to pursue certification preparation:

1. Must be accepted into the University
2. Declare a concentration in Teacher Certification
3. Have a GPA of at least 3.0 and have completed at least 2 courses in the Teacher Certification concentration.
4. Formal admission to Teacher Education is described on the following page.

RETENTION

In order to continue in the program, a 2.70 minimum grade point average must be maintained in the professional sequence, the major teaching field(s) content sequence, and the overall cumulative course sequence. At the end of each semester the grades for each of the above sequences of courses are reviewed and, if any GPA falls below the required 2.70, a letter is sent indicating the deficiency. The student is required to meet with the Director of Teacher Certification to determine the most appropriate course of action. Secondly, the student is advised in the letter that he/she may continue taking relevant courses, but will not be eligible for Student Teaching until all criteria are met. This may result in the student repeating specific courses or taking additional courses to meet the GPA standard of 3.0 for graduation.

Any doubt regarding an applicant's admission or retention in the program will be considered by a committee composed of the two faculty members in education and one other faculty member who can contribute to the decision. The student is invited to meet with the committee. Any decision by the committee may be appealed to the Dean of the College of Humanities and Natural Sciences.

ADVISING

Undergraduate candidates in the Secondary Teacher Certification Program work jointly with two advisors: a faculty member in the student's major field of study and the Director of Teacher Education. For the undergraduate student, class schedules must be approved by both advisors at the time of registration each semester. A record file is established by the Director of Teacher Certification to accumulate the on-going grades, field experiences, and other material that provides information pertaining to the growth and development of the candidate. This file remains active until the candidate completes the certification program or withdraws from the Teacher Certification Program.

Each student in the Secondary Teacher Certification Program is required to meet with the Director of Teacher Certification at least once a semester during the pre-registration period. **Adherence to the requirements and standards for teacher certification outlined in this handbook is ultimately the responsibility of the student.**

FIELD/CLINICAL PLACEMENTS

The student is required to complete at least 180 hours of field/clinical placement in a variety of school settings. A student's classroom performance or overall professional competence becomes unsatisfactory (i.e. if the student displays unprofessional attitudes and/or conduct, a lack of skill in performing required activities, or personal immaturity to work professionally with children and/or peers, etc.), the student will be removed from the school and the Teacher Certification program prior to student teaching.

Tier I

In this first Tier the student is helped to "discern" whether or not they truly want to become a teacher and join the ranks of this profession. In one of the two first classes that students will take, they are introduced to *The First Principle and Foundation* of the Spiritual Exercises. They are asked to meditate and think about what God's plan is for them and their life. No one tells them what they should do or become; rather, the individual is left alone to make his/her own decision; to "*discern*" and think about *teaching as vocation*.

Each teacher certification unit is required to develop a Conceptual Framework that embodies that university's philosophy regarding the preparation of teacher educators and leaders. The guiding principle behind Loyola New Orleans' Conceptual Framework is the statement, "*Jesuit education is transformational and seeks to form women and men of competence, conscience and compassion.*" The first Unit Assessment in the tiered program requires a written essay in which the candidate reads and reflects upon the Conceptual Framework and the meaning it has both in one's personal and professional life. This essay is shared with the student's certification advisor and is discussed in light of future plans. This essay is revisited also at the end of the certification program.

The student may ask to add the Teacher Certification designation to their Degree Program Course List at this point. The student must have passed, with a grade of "C" or higher, TEAC-A100 and TEAC-A210 or one required 200 level Psychology course.

TIER II

This is the point at which the student formally applies to be accepted into the teacher certification program. They must have passed all required 100 and 200 level TEAC and Psychology courses and have earned a minimum of 30 hours of course work stipulated by their DPCL, with a 3.0 average. In addition, successful completion or exemption from Praxis I is required at this point. Teacher Candidates will participate in a half-day "*retreat*" that will focus on their commitment to the teaching profession and particularly on *teaching as vocation*. Students will be divided into discussion and study groups to explore topics pertaining to education as components of *social justice* and *Cura Personalis* (see Appendix for this document), the care of future students entrusted to them. At the end of the retreat, students will fill out the formal application for admission to the Teacher Certification Program.

TIER III

Students ready for TIER III must have attained either Junior or Senior status and have maintained a 3.0 grade point average. All Teacher Certification courses must be completed with the exception of Student Teaching and Methods II. Students are now ready to formally apply for

Student Teaching. In order to be allowed to student teach, students must take and pass the Praxis II Content area exam and the Principles of Learning and Teaching Exam. They must also develop and present a Professional Portfolio containing reflections and samples of work from each of the TEAC courses, demonstrating their growth in the teacher education program, but also, how each course incorporated for them particular *Ideals of a Jesuit Education*. They must also include a plan for completing the 180 hours of fieldwork required prior to Student Teaching. After this presentation, and if they are approved, they would then file the Application to Student Teach and be assigned to a particular school and Cooperating Teacher for the following semester.

TIER IV

This is actually the student teaching semester and preparation for graduation. All components of this important capstone experience are found in the Student Teaching Handbook. The student teacher is evaluated by both the Cooperating Teacher in whose classroom they are placed and the College Supervisor. As part of the evaluation, a checklist is used that is based on the Louisiana Components of Effective Teaching, and to this would be added additional items based on Jesuit ideals, values, and pedagogy. After each formal observation, the student teacher will be asked to do a self-evaluation of their perceived effectiveness in incorporating these ideals and values into the daily life of the classroom.

At the end of the student teaching semester each student participant will present their final *Professional Portfolio* and the *Teacher Work Sample* to a group of assembled faculty, administrators, fellow students and cooperating teachers. They will also revisit and comment upon the essay they wrote regarding the Conceptual Framework in TIER II. A token of Jesuit identity will be presented to each student at the successful completion of this important professional experience.

Student Teaching

The student is advised that 2 steps must be accomplished during the semester prior to the Student Teaching semester.

1. Make application to the Director of Teacher Certification to student teach during the first month of the semester prior to Student Teaching.
2. Pass the required state tests: PRAXIS II for all of the content areas and the PRAXIS II Principals of Learning and Teaching, Educator certification tests, and qualifying scores are subject to change by the Louisiana Board of Elementary and Secondary Education.

Student Teaching is part of the experience provided in the professional semester and may be done in either the fall or spring semester of the final year. All preparatory course work and field experiences must be complete prior to the Student Teaching semester.

A student desiring to student teach during the fall semester of the year must apply early in the spring semester before student teaching. A student desiring to student teach during the spring semester must apply early in the fall semester before student teaching. Application forms are available from the Director of Teacher Certification.

The process of assigning each candidate to the best school setting and Cooperating Teacher is difficult and time consuming. Therefore, deadlines must be met. Every effort will be made to place the student in a school during the requested semester. However, placement cannot be guaranteed during that semester.

At the time of the application for Student Teaching, **a handbook for Student Teaching will be given to each approved applicant and must be read and followed precisely.**

The professional semester, consisting of a minimum of fifteen (15) weeks in-school experience begins on the host school's first calendar day of school and terminates at the end of Loyola University's academic semester. During the semester, the student teacher must teach a minimum of five (5) class periods of a typical seven or eight period school day in an assigned school and

attend a weekly seminar at the University. The student begins this full-time experience on the first day of classes at Loyola University and concludes on Loyola's last day of classes for the semester. The student teacher may be required to make up school days missed during the Student Teaching experience. While many factors may influence the necessity of outside employment during the professional semester, it should be remembered that Student Teaching is greater than the equivalent of full-time employment. Therefore, outside commitments must be limited so that it will not interfere with or jeopardize the success of this experience.

One additional course may be taken during the professional semester to maintain full-time status with the University. However, commitment to the obligation of Student Teaching must be the first priority of the student teacher.

Every student is required to attend all student teaching seminars during the student teaching semester. Assignments required in the seminar must be fulfilled and are part of the final grade for Student Teaching. In addition, Student Teaching is evaluated on a graded basis supported by evaluations by the Cooperating Teacher and the College Coordinator. Final evaluations become part of the permanent record file kept in the Office of Teacher Certification.

ADDITIONAL CERTIFICATION REQUIREMENTS

As part of the certification process, courses, grades, field experiences, and Student Teaching documentation are reviewed. Applicants for certification must satisfy University requirements for graduation and/or requirements of the State Department of Education to attain certification. To qualify for certification in Louisiana, an applicant must meet the educational requirements and successfully complete all required teaching examinations prescribed by the Louisiana Department of Education for the desired field(s) of certification.

The University has the authority to recommend candidates for certification, but the awarding of a teacher certificate resides with the Louisiana Department of Education and Louisiana Board of Elementary and Secondary Education.

SECONDARY EDUCATION 6-12 CERTIFICATION REQUIREMENTS

A teaching certificate will be issued by the State of Louisiana to the holder of a bachelor's degree upon the recommendation of Loyola University New Orleans, provided the pattern of education leading to the degree conforms to the following requirements.

1. PROFESSIONAL EDUCATION (33 semester hours)

Foundations of Multicultural Education – TEAC-A100 – (3 hours)

Educational Psychology – PSYC-A304 – (3 hours)

Adolescent Psychology – PSYC-A230 – (3 hours)

Reading in the Content Areas – TEAC-A315 – (3 hours)

The Learner with Special Needs – TEAC-A210 – (3 hours)

Classroom Management and Organization – TEAC-A343 – (3 hours)

Secondary Methods I – TEAC-A300 – (3 hours)

Secondary Methods II – TEAC-A301, A302, A303, or A304 – (3 hours)

Student Teaching – TEAC-A410 – (9 hours)

2. GENERAL EDUCATION

General education requirements include:

- a. 6 hours in English,
- b. 6 hours in Mathematics,
- c. 9 hours in Sciences,
- d. 6 hours in Social Studies and
- e. 3 hours in Arts.

Loyola's Common Curriculum allows our students to satisfy most or all of these general education requirements.

3. SPECIFIC TEACHING FIELD

Course work must fulfill the particular requirements of Loyola University New Orleans for each chosen major.

4. FIELD/CLINICAL HOURS

A total of 180 clocked hours must be completed in specific school settings prior to Student Teaching and an entire semester of student teaching, which includes 200 hours of full-time student teaching.

5. STATE TESTING

Before student teaching and/or recommendation for certification, the University must be in possession of official scores indicating that all required tests (PRAXIS I and II) have been passed.

APPENDIX:

Included are the Degree Program Course Lists (DPCL) for each major program with a concentration in the Teacher Certification Program.