

Chicago Semester Information



Students who wish to student teach in an urban setting, may find the perfect opportunity in Chicago. Hope College is part of a consortium of colleges (Chicago Semester) that arranges for student teaching placements in the heart of the city. They are seeking strong students who have a heart for teaching in urban settings. Students interested in this possibility should read on for further information:

Information

- Students may secure information about the Chicago Semester at: www.chicagosemester.org. Additional information may be obtained on Hope's campus in the Fried International Center or through Dr. Sander DeHaan in the Department of Modern and Classical Languages.

Contacts

- Students interested in student teaching in the Chicago Semester *must* contact Professor Nancy Cook, Director of Student Teaching, **and** Professor Sander DeHaan in the Department of Modern and Classical Languages as early as possible, but no later than a semester in advance. Professor DeHaan is the Hope College liaison to the Chicago Semester. The Chicago Semester accepts only 24 student teachers from the participating colleges *per semester*.

Applications

- Students will complete **three application forms** – one for permission to student teach off-campus (Off-campus Application), one for the Chicago Semester program (which includes “Student Teaching Supplemental Information”), and one for permission to student teach (Education Department’s form).
 - The **Off-campus application form** is available through Professor DeHaan, the Fried International Center on campus, or on-line.
 - When completing this application, care should be taken to construct a well-written rationale that outlines why a Chicago student teaching placement will be more beneficial than a West Michigan placement. Students should also connect the Chicago experience with career aspirations and/or the need to be off-campus.
 - The student’s faculty advisor should review the application before signing off on it.
 - The **Chicago Semester application** is available on line at www.chicagosemester.org.
 - When completing this application, keep in mind that student teacher placement in the Chicago Public Schools (CPS) is highly competitive. (There are over 1300 student teachers in CPS each year.) Written responses to the “Goals and Internship Interests” section of the application will be shared with CPS principals. The philosophy of CPS is to invest in student teachers that are articulate and willing to invest in CPS students in return. Therefore, it would be to the applicant’s advantage to express an interest in urban education as a post-graduate goal.
 - The final page of the Chicago Semester application is the “Supplemental Application for Student Teaching.” This must also be completed, signed by the student’s advisor or the Education Department’s chairperson and submitted to Chicago Semester by the appropriate deadline.
 - The student should be sure to include all other required materials, such as an official transcript, with the application.
 - The **Hope College Education Department’s application for student teaching** is available on-line through the Education Department’s website (<http://www.hope.edu/academic/education/>). Application procedures will be discussed at mandatory meetings held on campus each semester prior to due dates for the student teaching application.
 - Finally, **Chicago Public Schools** requires all student teachers to register on-line, as well as submit a packet of other pertinent materials (an updated TB test [no older than 1 year], criminal background check, and confidentiality report). As soon as the student teacher has applied to the Chicago Semester program, they should go to: www.teachchicago.com/STI to complete the

on-line registration procedure for Chicago Public Schools. They should then submit the other required materials to: Dameka Redic, Coordinator of Student Teaching Initiative, 2nd Floor, 125 South Clark Street, Chicago IL 60603.

Deadlines

- **February 15th:**
 - **Off-campus** applications for the **Fall semester** are due to Professor DeHaan on or before February 15th.
- **March 1st:**
 - **Chicago Semester** application for the **Fall semester**, including the “Student Teaching Supplemental Information” should be sent to Annie Thompson at Chicago Semester.
- **March 25th:**
 - **Off-campus** applications for the **Spring semester** are due to Professor DeHaan by March 25th. Permission to leave campus for the Spring semester is limited.
- **First Friday in December or April (Attend the mandatory meeting for exact due dates):**
 - **Education Department Student Teaching Applications** for the Fall semester will be due as announced at the mandatory meeting held on campus during the Fall semester. Applications will be due no later than the first Friday in December for student teaching placements the following **Fall** semester. Students should note their preference to student teach in Chicago in the “Comments” section of the Student Teaching application.
 - **Education Department Student Teaching Applications** for the following **Spring** semester are generally due in the Education Department by the first Friday in April. However, because Chicago Semester needs these applications well before this deadline, Spring semester student teachers need to attend the informational meeting held the previous Fall semester and should plan to submit the Student Teaching Application by the announced due date, which will be no later than the first Friday December. Students should note their preference to student teach in Chicago in the “Comments” section of the Student Teaching application.
- **May 1st**
 - **Chicago Semester** application for the following **Spring semester**, including the “Student Teaching Supplemental Information” should be sent to Annie Thompson at Chicago Semester.

Approvals:

- In order to student teach in Chicago or any other off-campus placement, students must receive approval from the Education Department. Approvals typically take place in the semester just prior to the student teaching experience, but remain contingent upon successful performance in Education coursework *and* field placements up to student teaching. Any student who fails to meet all performance requirements (e.g.-minimum of C+ or higher in Education courses) *and/or* fails to receive a positive endorsement (e.g.-“Highly Recommended” or “Recommended”) from field placement mentors, will not be allowed to student teach off-campus.
- In addition, student teachers must receive a positive endorsement from his/her major department of study. Again, failure to secure a recommendation from the major department of study will result in a denial to student teach off-campus.
- Students who have been approved to student teach on probationary status will not be allowed to student teach in an off-campus placement, including Chicago Semester.

On-Site Visitation

- Students will be invited to participate in an on-site visit to Chicago Semester during the semester prior to student teaching. Visitation days are usually the 3rd or 4th Friday in February and the 1st or 2nd Friday in October. They will be notified by the Director of Student Teaching at Hope of the date and times for the visit. During the visit, they will tour area schools and meet with Chicago Semester personnel. Students attending the February visitation should plan to submit the Chicago Semester application materials early or bring them on the visitation day.

Dates of Placements

- **Fall semester** student teachers begin their experiences in Chicago the last week of August. They are not on Hope’s campus at all during the semester. The placement extends through Exam Week.
- **Spring semester** student teachers begin the semester on campus taking ED500 for the first 2-3 weeks, prior to arriving in Chicago, the last week in January. The placement extends through Exam Week.

Placement Information

- Most student teaching placements are made in Chicago Public Schools, although at times, placements are made in private, parochial or charter school settings. The student's resume and transcript will be sent to each potential placement. As such, it is imperative that the resume is error-free and well-written.

Priority for Placements

- Priority is given to student teachers who require one student teaching placement. Student teachers with dual student teaching placements will be accepted by Chicago Semester on a case-by-case basis.
- Placements for Dance Education majors are quite limited, usually about one per semester. A portion of the student teaching requirement may need to be completed on-campus the semester prior to student teaching or the following semester.
- Dance Education majors following the *elementary certification* track must complete at least an 8-week student teaching experience in an elementary classroom, in addition to working with a certified dance instructor for a 4-week period at either the middle or high school levels. Student teaching placements at the elementary level usually include some type of exposure to dance students of that age as well. Students should note that this type of placement arrangement is not readily available and further that it may be necessary to arrange for extended placements at both the elementary and secondary levels. Secondary track dance students must complete a 7-week dance experience at the elementary level and another 7-week experience at the secondary level. Some dance ed majors are placed in an elementary (K-8) building, which provides both elementary and secondary experiences.
- Special Education majors may only consider the Chicago Semester student teaching option during the Spring semester. (This is due to required courses that are only offered during the Fall semester on campus.)

Student Teaching Seminar/Assignments

- Students must attend the Monday evening student teaching seminars during the previous semester. A calendar with the required sessions is available on the Education Department's website or directly from the Director of Student Teaching.
- The Chicago Semester student teacher should plan to hand in required ST seminar assignments over the course of the student teaching semester.
 - A simulated interview should be arranged with the building principal. The ST should provide a copy of the rubric to the principal and submit it once scored to the Director of Student Teaching at Hope. This should be done no later than the final week of the student teaching experience. The rubric may also be submitted electronically, if requested in advance by the student teacher.
 - The professional portfolio will be submitted as a required assignment while in Chicago. The scoring rubric is available for consideration.
 - Unit plans should be submitted to the college supervisor affiliated with the Chicago Semester.
 - Special education pre-referral processes should be reviewed and submitted to the Director of Student Teaching at Hope by the published due date (either by mail or electronically.) The assignment description is available from the Director of Student Teaching and should be secured prior to going off campus.

EDUC 500-"Perspectives in Education"

- The Chicago Semester student teacher needs to complete ED500-Educational Perspectives and Senior Seminar before he/she can graduate and be recommended for certification. While on-campus student teachers generally take these two courses in the first five weeks of the semester, this option is not available to the Chicago Semester student teachers. Completing these requirements can be accomplished in several ways:
 - Fall semester student teachers may take ED500 as an independent study, meeting with the course instructor during the previous Spring semester and/or over the summer. Students then complete the course requirements either prior to leaving for Chicago or during the Fall semester.
 - During the Spring semester, students are required to attend the ED500 course on campus for the first two to three weeks of the semester prior to going to Chicago the last week of January. They then complete the remaining assignments as an independent study with an Education Department faculty member.

- It is recommended whenever possible that the student teacher complete the entire five-week course the semester prior to the student teaching semester. This would require having time available MWF, mornings or afternoons during that semester.

Senior Seminar

- The senior seminar (IDS 452) cannot be completed as noted above for ED500. It must either be completed prior to the Chicago Semester or while in Chicago and student teaching.
 - If the student teacher wishes to complete it prior to leaving campus, he/she may enroll in the previous semester's 5-week course offerings *or* in a full-semester senior seminar (any 400 level IDS course). The Senior Seminar requirement may also be met by a number of off-campus courses (e.g.-Vienna Summer School). In any case, the senior seminar may be completed prior to leaving for the student teaching experience. In some cases, the student teacher may be planning on returning to campus the following semester, in which case, he/she could complete this requirement at that time.
 - For those unable to enroll in a senior seminar prior to the student teaching semester, an option is available at the Chicago Semester campus. There, student teachers may enroll in their "Values and Vocation" course. This course meets once each week (usually for a half-day session on Wednesdays) during the student teaching experience and meets Hope's requirements for the senior seminar. While this is an option for our student teachers in Chicago, it has caused some anxiety in the past. The cooperating teachers have sometimes taken issue because the student teacher is gone from the student teaching placement for at least half of the day and often, due to travel, for much of the day. In addition, student teachers have reported that the workload of this course, along with preparation for the classroom, is often quite challenging. The student teacher is urged to consider taking the senior seminar prior to leaving for Chicago whenever possible. However, we recognize that this is not always possible. In this case, the student teacher would need to inform the Director of Student Teaching as well as the Student Teaching Program Coordinator at Chicago Semester about plans to enroll in this alternative.

Registration

- Students should register for IDS747-02 for 13-16 credit hours (depending on whether or not the student will be completing the Senior Seminar requirement in Chicago). Hope's registrar will then work out the details for student teaching and ED 500 credits, as well as the senior seminar, depending on whether or not the student teacher will be taking the "Values and Vocation" course in Chicago.

Certification Requirements

- The student teacher should plan to be in contact with the Director of Student Teaching and particularly with Cher Schairer, Director of Certification, throughout the previous semester in order to submit appropriate materials for certification in a timely and accurate manner. All certification materials must be submitted **PRIOR** to leaving campus, unless the student teacher plans to return to Hope after the Chicago Semester.

Tuition Waivers

- Students who are eligible for tuition waivers at Hope are not able to use this option for the Chicago Semester. Full tuition will be charged to the student while participating in the Chicago Semester program.

Expectations

- As always, it will be important for the student teacher to remember that permission to student teach in an off-campus placement is a privilege, not a right. The student must at all times be cognizant that he/she is representing Hope College while in this placement. Therefore, expectations for professional behavior, dress and conduct remain high and are maintained for all student teachers, but particularly for those in an off-campus placement.