

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**  
**REJOINDER COVER SHEET**

SUBMITTED TO: National Council of Teachers of Mathematics  
(Name of Professional Association)

SUBMITTED BY: Loyola College in Maryland  
(Name of Institution)  
4501 N. Charles Street  
(Address)  
Baltimore, MD 21210  
(Address incl. city, state, zip)



INSTITUTION VISIT DATE: Spring 2002

DATE: September 15, 2001

CHIEF COMPILER: Dr. Victor Delclos, Chair and Professor of Education  
(Please include title.)

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**Which programs are addressed in this rejoinder?**

Program: Grades 7-12, Mathematics

Degree Level: Baccalaureate

**Checklist of materials to be enclosed with this rejoinder:**

  X   Copy of latest (most recent) critique for each program being rejoined.

  X   Response to each guideline/competency not met as stated in the critique.

If there is evidence that the guideline/competency should have been met, the appropriate documentation should be appended. Or provide an explanation and appropriate documentation of how the guideline/competency is now met.

  X   Response to each cited program weakness (if applicable).

If there is evidence to suggest that the cited weakness does not exist or has been strengthened, the appropriate documentation should be appended.

  X   Appendices that support any requests for reconsideration of the professional association's judgments. *(The appendices should be cross-referenced to the main text of the rejoinder.)*

**NCATE  
Compliance with Specialty Outcomes**

**Professional Organization** National Council of Teachers of Mathematics

**Institution Submitting Program** Loyola College in Maryland (MD)

**Program** Grades 7-12, Mathematics

**Degree Level(s)** Baccalaureate

**Date of Review** November 17, 2000

**Outcomes Not Met:** Grades 7-12

Outcome 1.5.1 on applying number theory, number systems and number concepts is not met. The institution did not respond to this outcome.

Outcome 1.5.5 on Euclidean and other geometries is not met. There is no course required for graduation which focuses on geometry.

Outcome 1.5.10 on calculus is not met with the course listed. However, this may be due to a typing error since these topics would be covered in Calculus I and II.

Outcome 1.5.11 on discrete mathematics may or may not be met. The syllabi for MA 301 and MA 395 have little or no content listed making it impossible for the reviewer to verify the content is studied.

Outcome 1.6 on the history of mathematics, including contributions from underrepresented groups, is partially met by the course listed. Although a history source is listed in the bibliography, no reference to history was seen in the course objectives or course content for DEDU 433.

Outcomes 3.2 on a full-time student teaching experience and 3.3 on conference and instructional planning time are not obviously met. It was not clear that the ED 454 class was the class described early in the document on page 5. Even so, there was no syllabus documenting ED 454.

**PERCEIVED PROGRAM STRENGTHS:** Research supported effective teaching strategies seemed to be modeled by the instructors in the mathematics courses.

The use of technology and authentic assessments seemed to be implemented in the mathematics courses.

The internship experience as that includes experiences in middle school and secondary school appears to be an effective model.

**PERCEIVED PROGRAM WEAKNESSES:** A course in geometry is not required for graduation.

The study of the history of mathematics is very weak in this program.

**OTHER COMMENTS:** Some courses listed in the matrix such as MA 301 had no content listed in the syllabi and hence some requirements could not be met.

Your next review will be what NCATE is calling performance-based. In that review the evidence will be based on outputs showing student knowledge rather than syllabi. Such outputs might include interviews prior to student teaching, data showing student success in courses identifying prerequisites of other courses required in the program, portfolios, capstone courses or comprehensive examinations. Any of these evidences will require beginning to gather evidence that can be used in 2005.

**PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY OUTCOMES (i.e., has the institution adequately met the specialty outcomes?):**

**Program(s) in Compliance:**

**Program(s) NOT in Compliance:** The grades 7-12 mathematics teacher preparation program at Loyola College in Maryland is not in compliance with the National Council of Teachers of Mathematics-NCATE Outcomes.

**Additional Information Needed to Determine Compliance:**

**If a second review of the program folio is requested by the institution, how many copies of the rejoinder should be submitted?** Two copies are needed by NCTM.

**Special directions for the preparation of a rejoinder:** The rejoinder can take the form of a memorandum addressing the outcomes partially met or not met and the perceived program weaknesses. None of the materials submitted needs to be re-sent, since they are on file.

Loyola College in Maryland  
 Department of Education  
 Program Review in Mathematics Education  
 Response to First Critique  
 Submitted to  
 National Council of Teachers of Mathematics  
 September 15, 2001

The following is a point-by-point response to the first critique of the Loyola College in Maryland Program Review in Mathematics Education submitted to the National Council of Teachers of English on September 15, 2000. Matrix cells that have been revised from the original Program Review document are included with each response as needed.

**OUTCOMES NOT MET**

*Outcome 1.5.1 on applying number theory, number systems and number concepts is not met. The institution did not respond to this outcome.*

There is no direct and extensive presentation of these topics in the courses required for Mathematical Sciences majors with a Secondary Education minor. It is assumed that students of the achievement levels required for admission to Loyola have been adequately exposed to and mastered this material. The concepts are covered in various aspects of the course MA395: Discrete Methods [see list of content covered on page 11].

<b>7-12 Outcomes</b>	<b>Evidence: performance data, experiences, courses</b>
<b>1.5.1</b> apply concepts of number, number theory, and number systems;	<b>MA 395</b>

*Outcome 1.5.5 on Euclidean and other geometries is not met. There is no course required for graduation which focuses on geometry.*

Based on the NCTM critique, the Education Department, with the advice and consent of the Mathematics Department, have added a required course in Euclidean and Non-Euclidean Geometries. Because of the extremely limited demand for this courses among non-Secondary Education minors at Loyola, students will be required to take this course at one of Loyola's partner institutions in the Baltimore area under a course exchange agreement among the colleges. A course such as MATH353, Euclidean and Non-Euclidean Geometries, at Towson University (an NCATE accredited institution) will be required of all students who enroll in the Secondary Mathematics minor. An advising sheet for the Mathematical Sciences major with Secondary Education Minor is attached [page 8]. This will satisfy the standard.

<b>7-12 Outcomes</b>	<b>Evidence: performance data, experiences, courses</b>
<b>1. 5.5</b> understand the major concepts of Euclidean and other geometries;	<b>MATH 353 Euclidean and Non-Euclidean Geometries (Towson University) or equivalent</b>

*Outcome 1.5.10 on calculus is not met with the course listed. However, this may be due to a typing error since these topics would be covered in Calculus I and II.*

This was, indeed, a typographical error. MA251 and MA252 cover all of the topics listed in this standard.

<b>7-12 Outcomes</b>	<b>Evidence: performance data, experiences, courses</b>
<b>1. 5.10</b> have a firm conceptual grasp of limit, continuity, differentiation and integration, and a thorough background in the techniques and application of calculus;	<b>MA 441-MA251, MA252</b>

*Outcome 1.5.11 on discrete mathematics may or may not be met. The syllabi for MA 301 and MA 395 have little or no content listed making it impossible for the reviewer to verify the content is studied.*

A listing of the content covered in MA301 and MA395 is attached (**page 10 and page 11**). This content is aligned with the content of standard 1.5.11.

<b>7-12 Outcomes</b>	<b>Evidence: performance data, experiences, courses</b>
<b>1. 5.11</b> have a knowledge of the concepts and applications of graph theory, recurrence relations, linear programming, difference equations, matrices, and combinatorics;	<b>MA 301, MA 395</b>

*Outcome 1.6 on the history of mathematics, including contributions from underrepresented groups, is partially met by the course listed. Although a history source is listed in the bibliography, no reference to history was seen in the course objectives or course content for DEDU 433.*

In addition to coverage in DEDU433, discussions of the key figures in the history of mathematics are integrated throughout the required courses, as appropriate. Bernoulli, Gauss, and other central figures in mathematics are highlighted in texts and discussed in classes as their theories are studied.

<b>7-12 Outcomes</b>	<b>Evidence: performance data, experiences, courses</b>
<b>1. 6</b> Programs prepare prospective teachers who have knowledge of historical development in mathematics that includes the contributions of underrepresented groups and diverse cultures.	<b>DEDU 433; Integrated with content in all required courses</b>

*Outcomes 3.2 on a full-time student teaching experience and 3.3 on conference and instructional planning time are not obviously met. It was not clear that the ED 454 class was the class described early in the document on page 5. Even so, there was no syllabus documenting ED 454.*

Outcome 3.2. Pages 5 through 7 of the original Program Review document describe the internship. Pages 73 through 80 of that document include a description of the performance based assessment process used to evaluate the Internship. The course ED432 is Phase I of the Internship and ED454 is Phase II of the Internship. The syllabus for ED454 was inadvertently left out of the original Program Review document and is included with this rejoinder [page 12]. The document entitled “Qualities we would like in a mentor,” developed by the Loyola Professional Development School (PDS) Steering Committee, lists the characteristics that are evaluated as we recruit qualified mentors in our Professional Development Schools [page 15]. All mentors are chosen in collaboration with the local school principal.

Outcome 3.3. The document *Collaborative Futures*, the guiding principles for our Professional Development Schools, provides an explanation of the role of the mentor and the college supervisor during the Internship for teacher education students at Loyola. *Collaborative Futures* describes the PDS collaboration between Loyola and the local PDS. Relevant pages (4 and 5) from *Collaborative Futures* are included with this rejoinder [page 16]. College supervisors spend a minimum of one day per week at the PDS site and hold regular seminars and other informal meetings with interns as required. Tri-ply observation forms are provided to facilitate conferencing and written feedback. The form is used for all formal observations and as needed for informal feedback. The candidates are encouraged to use the form for self-reflection regarding video taped lessons. Whenever the form is used, a copy is given to the candidate, mentor and college supervisor. A sample of the observation sheet is provided with this rejoinder [page19].

7-12 Outcomes	Evidence: performance data, experiences, courses
<b>3.0 FIELD-BASED EXPERIENCES</b>	
<b>3.2</b> Programs provide prospective teachers with a full-time student teaching experience in 7-12 mathematics that is supervised by a qualified teacher and a university or college supervisor with a 7-12 mathematics teaching experience.	<b>ED 454; Qualities of mentors document</b>
<b>3.3</b> Programs provide prospective teachers with time to confer with the supervising teacher and to do instructional planning.	<b>ED 454; excerpt from <i>Collaborative Futures</i>; Classroom Observation Form</b>

**PERCEIVED PROGRAM WEAKNESSES**

*A course in geometry is not required for graduation.*

This criticism is addressed and resolved under standard 1.5.5 above.

*The study of the history of mathematics is very weak in this program.*

This criticism is addressed and resolved under standard 1.6 above.

### **OTHER COMMENTS**

Some courses listed in the matrix such as MA 301 had no content listed in the syllabi and hence some requirements could not be met.

Topics covered in MA301 and MA395 are attached to this rejoinder (**page 10 and page 11**).

Transfer Student:

Yes

No

Student Name \_\_\_\_\_

Reunion Class Year \_\_\_\_\_

ID # \_\_\_\_\_

<b><i>MATHEMATICAL SCIENCES with SECONDARY EDUCATION MINOR</i></b> (Class of '05)	
<b><i>Liberal Arts Core</i></b>	<b><i>Semester Completed</i></b>
1. WR 113 Effective Writing or WR 114 Empirical Rhet	
2. HS 101 Modern Civilization	
3. History 300 Level	
4. EN 130 Understanding Literature	
5. English 200 Level Major Writers	
6. Foreign Language I 103	
7. Foreign Language II 104	
8. Social Science Core (100 Level)	
9. ED 301 Educational Psychology	
10. Fine Arts	
11. MA 251 Calculus I	
12. BL 121, BL 122, BL 123, PH 201, or CH 101	
13. MA 252 Calculus II	
14. PL 201 Foundations of Philosophy	
15. PL 200 Level Philosophical Perspectives	
16. TH 201 Introduction to Theology	
17. Theology 202 – 280	
18. Ethics: Choose from PL 301 – 319 or TH 301 – 319	

Comments

Credits Transferred

Courses To Do

Core:

Major:

Non-Departmental  
Elective:

Elective:

The provision of this information is not to be regarded as a contract between the student and Loyola College. The College reserves the right to change degree requirements, courses and any other requirements when such action will serve the interest of the College or its students

<b><i>Mathematical Sciences</i></b>	<b><i>Semester Completed</i></b>
19. CS 201 Computer Science I (FA)	
20. MA 210 Introduction to Statistics	
21. MA 301 Computational Linear Algebra (SP)	
22. MA 304 Ordinary Differential Equations (SP)	
23. MA 351 Calculus III (FA)	
24. MA 395 Discrete Methods (FA)	
25. MA 421 Analysis I (FA)	
26. Euclidean and Non-Euclidean Geometries	
27. MA 441 Algebraic Structures I	
28. MA 442 Algebraic Structures II <i>or</i> MA 422 Analysis II	
29. MA 4** Level course	
30. MA 4** Level course	
<b><i>Electives</i></b>	<b><i>Semester Completed</i></b>
31. ED 429 Secondary Methods of Teaching	
32. ED 474 Intro. to Teaching Reading in Content Area	
33. ED 475 Teaching Reading in the Content Area II	
34. DEDU 431 Methods of Teaching Math in Sec School	
35. RS 496 Introduction to Special Education	
ED 432 Internship I: Secondary Mathematics	
36. ED 454 Internship II: Secondary Mathematics	
37. ED 454 Internship II: Secondary Mathematics	
38. ED 454 Internship II: Secondary Mathematics	
39. Free elective	
40. Free Elective	

(4/01)

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## **MA 301 Linear Algebra – List of Topics/Content Areas**

\*drawn from text: *Linear Algebra: Ideas and Applications* by Richard C. Penney, Wiley, 1998

1. Chapter 1 Systems of Linear Equations
2. Chapter 2 Linear Independence and Dimension
3. Chapter 3 Linear Transformations
4. Chapter 4 Orthogonality
5. Chapter 5 Determinants
6. Chapter 6 Diagonalization and Matrix Representations

## MA 395 Discrete Methods – List of Topics/Content Areas

\*based on text: *Mathematics : a Discrete Introduction* by E.R. Scheinerman, Brooks Cole, 2000

1. Fundamentals

Notions of definition, theorem, proof by counterexample, some Boolean Algebra

2. Set Theory

subsets, quantifiers, negation, union and intersection, size of a set, cartesian product

3. Counting and Relations

equivalence relations, binomial coefficients, counting with repetition

4. More on Proof

contradiction, well-ordering, mathematical induction

5. Functions

domain and range, composition, inverses

6. Elementary Probability

7. Graph Theory .

map coloring, adjacency, degree of a vertex, subgraphs, connectivity, trees

LOYOLA COLLEGE  
PROFESSIONAL DEVELOPMENT SCHOOLS - SECONDARY  
ED 452, 453, 454, 455, 456 - PHASE II INTERNSHIP - FALL, 2000  
COURSE SYLLABUS

Coordinators: Dr. Peggy C. Golden  
410-617-5378 (Loyola)  
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**Course Description:**

Through full time experiences in a middle school and a high school, under the guidance of mentors and the college coordinator, interns will increase their knowledge and understanding of teaching responsibilities and demonstrate the necessary skills for successful teaching. These experiences and related assignments will facilitate the development of a personal philosophy of teaching and encourage the application of sound educational theories.

During this time period interns are expected to engage in reflection and analysis of school and classroom activities and the characteristics of adolescents. They should be active participants in the classroom by responding to teacher and student requests; by planning and preparing instructional activities; by taking initiative to assist students; by establishing a professional rapport with school staff and students; and by exhibiting professional behavior with regard to appearance, promptness, dependability, and comments about or to others.

**Course Objectives:**

The interns will give evidence of skills and understandings indicated in the following **Interstate New Teacher Assessment and Support Consortium (INTASC) Standards:**

*Principle #1* The teacher understands the central concepts, tools of inquiry, and structure 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* The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

*Principle #3* The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Principle #4* The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

*Principle #5* 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* 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* The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

*Principle #8* The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social and physical development of the learner.

*Principle #9* The teacher is a reflective practitioner who continually evaluates the effects of his or 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 #10* The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

**Course Requirements:**

- Regular attendance and participation
  
- Observation, instructional planning, and teaching in two settings
  
- Four logs for each placement reflecting on experiences in the school setting
  
- Lesson plans written by you for any small group or whole class lessons you teach.
  
- At least one unit plan for each placement that includes attention to MSPAP initiatives or other items in the school improvement plan.(Include at least one unit plan in portfolio.)
  
- A professional portfolio demonstrating competency in each of **The INTASC Standards**
  - Determine a method of organization. Note where each of **The INTASC Standards** is demonstrated.
  - Follow outline of necessary components.
  - Save and organize lesson plans; feedback forms; pictures (Have a camera handy); assessments you have developed; feedback, letters, and notes to and from students, parents, mentors, coordinator, colleagues; position papers; other documents which demonstrate your skills and readiness for teaching.
  - Submit the portfolio periodically for review by your mentor and college coordinator.
  - Review dates: \_\_\_\_\_ and \_\_\_\_\_
  
- A video-taped lesson during each placement with written self-reflection of the lesson and written feedback from another intern
  
- Facility with oral and written expression
  
- Understanding and appreciation for the differences and similarities in the needs of others
  
- Self-evaluation and receptivity to the evaluations of others
  
- Additional requirements based on individual needs

**Grading:**

Pass/Fail grades are given for ED 454. Interns must meet all course requirements at a satisfactory level to receive a passing grade. Regular feedback will assure that interns are aware of their progress.

Evaluation will be a collaborative judgment by the mentor and the college coordinator. **Lesson plan format:** (If there is a prescribed lesson plan format in your school, use it instead.)

**I. Objectives:**

Here you indicate the action and what is to be learned by the students. An objective does not describe teacher's behavior.

(Teacher behavior is described in the **Instructional Procedure**.)

**II. Motivation:**

This describes how you plan to get the students' attention and motivate them to remain involved in the lesson. It often refers to a previous learning activity and/or the learners' prior knowledge.

**III. Instructional Procedure:**

This is the logical sequence of steps that will flow from the motivation to the middle and end of the lesson.

**IV. Closure/Summary:**

This is what you or the students do to bring the lesson to a close.

**V. Assessment:**

This indicates how will you know what the students have learned. Periodic assessments should be noted throughout most lessons. The "final" assessment should reflect or relate back to your objective(s).

**VI. Alternatives/Options:**

In this part, you would consider the following items:

- What will you do to meet the special needs of students in your class?
- What will you do if your current plan fails, takes less time than you expected or the schedule is changed and you have less time to achieve the objective?

**VII. Transitions:**

These should be noted wherever appropriate throughout the lesson as you plan how you will get your students ready for what is scheduled to happen next.

**VIII. Reflection:**

Here you would note items such as: what was effective in the lesson; what was problematic in the lesson; what you may need to do in tomorrow's lesson; what you would do differently if you taught the lesson again.

**Lesson plans should be approved (initialed) by the mentor before the lessons are taught.**

**Qualities we would like in a mentor:**

- Tenured with at least 3-5 years of experience
- Recommendation of principal/supervisor
- Master teacher; role model
- Willing to share ideas
- Certified in particular curricular area
- Relates well to students
- Can relate well to interns
- Understands clinical supervision
- Uses variety of teaching, management, assessment techniques
- Practices good communication skills
- Wants to be teacher of teachers
- Understands commitment to serve and educate future professionals
- Willing to share students with interns
- Positive attitude
- Loves children and sees the students as the focus of the teaching/learning process
- Loves to teach and learn
- Strong knowledge of content
- Reflective – learns from mistakes and experiences
- Committed to collaborating with Loyola College
- Team player

### **III. Collaboration and Responsibilities**

The effectiveness of a Professional Development School depends upon the ability of those involved to fulfill their responsibilities as a collaborative working unit. It is important that the administration in the local school and at Loyola College support the concept and seek resources to enable it to develop. Frequent and open communication is essential between and among the intern, the mentor, the site based coordinator, the PDS school coordinator, the Teacher Education Program coordinator, the local school steering committee, and the Loyola College steering committee.

#### **A. Intern**

The internship should be a time of personal and professional growth and reflection. For interns, it is challenging, exciting, and demanding yet rewarding. Flexibility in adapting to this total experience is a vital component for the intern. The intern is expected to:

- become a member of the school community;
- be committed to personal and professional growth;
- gain the respect and confidence of colleagues;
- become a reflective practitioner;
- demonstrate high standards of ethics and professionalism;
- take advantage of all teaching opportunities;
- seek assistance, advice, and coaching and act on it appropriately;
- develop a portfolio documenting professional growth;
- write detailed unit plans, lesson plans, and student assessments.

#### **B. Mentor**

The Professional Development School (PDS) mentor's primary responsibility is to students and school community. Within this context, the mentor serves as a role model, instructor and coach for the intern. The mentor is expected to:

- orient the intern to the school/classroom setting and expectations.
- treat the intern as a colleague in order to increase students' and parents' acceptance;
- communicate regularly with the intern concerning instructional decisions;
- allow the intern to assume responsibility for all instruction and teacher responsibilities appropriate to the experience;
- assist in analysis of the intern's performance;
- be open and honest about areas needing improvement;
- monitor the intern's development and implementation of lessons, units and student assessment;
- provide the intern with opportunities to experience other teaching styles;

- provide the intern with opportunities to take risks;
- discuss the intern's progress with Site-based Coordinator and/or Professional Development School (PDS) Coordinator as appropriate;
- follow guidelines determined by the PDS steering committee;
- participate in monthly mentor meetings with PDS coordinator and on-site coordinator.

### **C. Site-Based Coordinator**

The site-based coordinator assists the principal, assistant principal, and the PDS coordinator with the administration and leadership components of the PDS as determined by the steering committee. The site-based coordinator is expected to:

- communicate school-based operations with central office personnel as needed and when appropriate;
- assist in keeping the faculty, staff, and community informed of the PDS model in place;
- survey faculty about interest in serving as mentor during a the internship;
- assist with assessing needs of interns during the internship experience and help to arrange individual or group support as needed;
- assist in planning and implementing the intern's initial orientation to the school and staff;
- assist mentors in planning a variety of experiences for interns and in supplementing college course work;
- participate in Loyola sponsored meetings of Loyola PDS site coordinators;
- serve on PDS steering committee.
- assist with monthly mentor meetings;
- set agenda for meetings with the needs of mentors as part of the design;
- assist with planning seminars for the interns;
- collaborate with PDS School Coordinator to plan and assess.

### **D. Loyola Professional Development School Coordinator**

The Professional Development School (PDS) Coordinator facilitates collaboration between the school and the college communities. The PDS School Coordinator is expected to:

- participate in the coaching, supervisory, and evaluative functions with mentors and the site-based coordinator;
- conduct informal observations throughout the internship experience;
- conduct a minimum of two formal observations, with pre and post conferences and written reports for each intern experience - a minimum of three formal observations for secondary minors;
- be accessible to interns and school staff through weekly visitations; collaborate with the steering committee and the Teacher Education Program (TEP) Coordinator to plan and support a variety of experiences for interns;
- assist mentor with intern's development of a professional portfolio;

- participate with mentors and the Site-Based Coordinator in the final assessment of the intern's performance and assignment of the grade;
- serve as a resource for Professional Development School information;
- serve on the PDS steering committee and Loyola's steering committee;
- monitor the direction and success of the PDS in collaboration with steering committee and program coordinator.

**Loyola College Professional Development School  
Classroom Observation**

**Intern's Name:** \_\_\_\_\_

**Observer's Name:** \_\_\_\_\_

**School** \_\_\_\_\_

**Date** \_\_\_\_\_

**Subject** \_\_\_\_\_

**Ability Level** \_\_\_\_\_

**Length of Observation** \_\_\_\_\_

**Number of Students** \_\_\_\_\_

**Lesson Overview:**

- \_\_\_ 1. Plans objectives with learner outcomes
- \_\_\_ 2. Plans instruction to achieve objectives
- \_\_\_ 3. Plans to evaluate each objective

**Instructional Delivery:**

- \_\_\_ 4. Implements a planned procedure for instruction
- \_\_\_ 5. Fosters higher level thinking skills
- \_\_\_ 6. Demonstrates mastery of subject matter
- \_\_\_ 7. Varies teaching strategies and materials to address learner needs
- \_\_\_ 8. Motivates and involves students
- \_\_\_ 9. Evaluates learner progress and provides feedback

**Classroom Management:**

- \_\_\_ 10. Organizes instructional learning time
- \_\_\_ 11. Organizes and utilizes space, equipment, and materials
- \_\_\_ 12. Manages student behavior to enhance learning

**Student/Teacher Interaction:**

- \_\_\_ 13. Creates a positive learning climate
- \_\_\_ 14. Uses effective communications to enhance learning

**Special Focus:**

- \_\_\_ 15.
- \_\_\_ 16.

**Comments:**

**Overview of Lesson Strengths and Areas for Development:**