

Loyola University Chicago
CIEP
Fall 2011

Professor:

Email:

Cell Phone:

Seminars: Monday@ 5:00-6:30 (See Attached Calendar)

Location:

Course Description: Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, every day, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching. An experienced cooperating teacher at the school site closely monitors those engaged in student teaching and the student teacher is supervised by a university supervisor who has had extensive classroom experience.

Learning Outcome: A significant element of Loyola's Jesuit Catholic heritage is a focus on developing within each student the capacity for leadership expressed in service to others. Consistent with that heritage, the curriculum should provide students, regardless of major, with the knowledge, skills, and abilities that will prepare them to become ethical and innovative members of the workforce; to assume leadership roles in their chosen organizations; and to make a positive difference in the work place and their communities through civic engagement.

The student teaching learning objectives are grounded in the INTASC Standards (Interstate New Teacher Assessment and Support Consortium) supported by NCATE (National Council for Accreditation of Teacher Education) and the ISBE (Illinois State Board of Education).

Learning Competencies: By way of example, Loyola graduates will be able to:

1. **Identify models of leadership and civic engagement, both current and historical.**
 - Develop an understanding of the relationships the total school program embraces (*INTASC Principles 7, 8*)
 - Discuss current issues and models of leadership in the field of education (*INTASC Principles 5*)
2. **Demonstrate an understanding of the ethical responsibilities of leadership and its relationship to the Jesuit tradition.**
 - experience the demands and challenges of teaching every day
 - become sensitive to the needs of students
 - enable and empower students to believe in their ability to succeed in learning
 - prepare lessons and assess student learning using INTASC Standards, supported by NCATE (National Council for Accreditation of Teacher Education and the ISBE (Illinois State Board of Education)
 - integrate technology into lesson planning (*INTASC Principle 4*)
3. **Apply analytical and reflective tools to assess situations and recognize leadership possibilities and opportunities for civic engagement.**
 - reflect, in thoughtful analysis, on the actions, decisions and results in the classroom
 - share student teaching experiences, teaching strategies and classroom management techniques at the seminars
4. **Articulate a vision that can empower and inspire others.**

- Be resourceful and creative in planning, developing and evaluating effective learning experiences for the students (*INTASC Principles 1, 2, 3, 4, 5, 8*)
 - Articulate your educational philosophy which includes aspects of the Loyola University Chicago's School of Education's conceptual framework addressing areas of knowledge, skills, ethics, and service in your personal understanding and acquisition of teacher education.
5. **Demonstrate effective team-building skills.**
- Broaden personal skills in order to function as an integral part of the teaching experience (*INTASC Principles 6, 9*)
 - Use the resources of the university, community and metropolitan area in establishing herself/himself as an educator (*INTASC Principles 7, 10*)
 - Collaborate with your university supervisor and cooperating teacher to decide, design, and construct an Impact on Student Learning Project.
6. **Evaluate the leadership style of self and others.**
- identify personal strengths and weaknesses in the wide spectrum of competencies and standards associated with effective teaching (*INTASC Principle 9*)
 - Observe and reflect on the leadership and classroom management style of your cooperating teacher. Then try some of the management strategies of your cooperating teacher. Evaluate and decide if these particular management styles work for you.
 - Design your own classroom management plan, include a philosophical statement about your leadership, management, and teaching styles.
7. **Engage in the community through activities effecting positive change in society and the environment.**
- Actively participate in school service program each week of your student teaching experience.
 - Interact with parents and other community members to ensure success for each of your students.
 - Develop a professional network including technological resources (*INTASC Principles 5, 9*)

(See Appendix A for a Summary of Standards)

The Mission of the Loyola University Chicago, School of Education: The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Conceptual Framework: The Conceptual Framework for Loyola University Chicago, School of Education is "Professionalism in service of social justice." This objective is carried out within four dimensions of service, skills, knowledge, and ethics.

Service: Our programs emphasize service to others. We expect students to reflect on this notion throughout their academic careers. It is not enough to assume that teaching is a service to others. Indeed, if poorly done or done with the wrong motivations, neither may be a service to others at all. A commitment to service implies a lifetime commitment of reflection with each possible decision: how has my action served others?

- **During student teaching, all students complete a service project designed to benefit the school or community where they are working. The project involves a minimum of 15 hours and many students far exceed that minimum expectation.**

Skills: Professionalism implies pride in the quality of one's work. Professionalism implies practice in the use of relevant skills to the point of achieving mastery. Professionalism implies having varied skills and being able to choose what skills to use based on students' or clients' needs. In that sense, a professional can never have "enough" skills and strives to be a lifelong learner. It is clear that the skills of any professional must include competence with rapidly changing technologies as well as the competencies of the profession. A skilled professional constantly asks themselves, "How have I shown evidence of my professional skills?"

- **During student teaching, all teaching candidates complete an IMPACT project which involves researching and learning about the context of their teaching, school and student and family demographics, determining an education need, writing developmentally appropriate teaching objectives, creating an assessment plan (which includes a pre and post-test and several formative assessments and a rationale for each), implementing the plan to teach and assess, adjusting their teaching based on the results of assessment, monitoring and analyzing assessment data, and reflecting on the degree of impact on student learning.**

Knowledge: Just as professionals must have skills, they must also have knowledge. They must be able to benefit from all of the research and practice that has gone before them and to then use that knowledge to make reasoned decisions about their actions. One's depth of knowledge must far exceed the minimum for competent functioning. For example, a teacher must know his or her subject in such great depth as to be able to answer a range of student questions.

- **Our teaching candidates need to plan for lifelong learning in their field. To encourage the disposition to approach their profession in this way, during seminar we examine recent research on best practices and discuss professional organizations related to their teaching fields that they could join.**

Ethics: No amount of knowledge or skill alone can make one into a professional who is a "person for others." Both knowledge and skill must be tempered with a capacity to make reasoned decisions about what is just. Development of a professional ethical sense is essential to Loyola's learning community. We expect all members of our community to be lifelong learners about the complex issue of what is right.

- **Teachers make hundreds of decisions a day, and many of the most difficult involve ethical dilemmas. All candidates are asked to submit a written reflection about the week's activities, and one of the prompts directs them to identify an ethical dilemma or challenge, how they thought**

about and resolved it. Students are presented ethical dilemmas and asked to discuss during the weekly seminar. As part of the debrief after every formal observation in the field, candidates are asked to address the question of ethical practice.

Academic Honesty

- Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

- Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

- It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

- Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework—*Professionalism in Service of Social Justice*—is exemplified within the context of that particular course. Please be sure to state the conceptual framework, as well as thoughtfully elaborate on how it is exemplified within the context this course. If this course houses a Core assessment for one or more of the CF Standards for your program area it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed.

Technology

- Each syllabus is required to have a statement explaining how technology is integrated into the framework of the course.

Diversity

- Each syllabus is required to have a statement relating to diversity and how it is addressed in the context of the course.

Student Teaching Expectations and Assignments

Attendance

Students are expected to be in attendance at their respective schools every day. IN THE EVENT OF A LEGITIMATE ABSENCE, THE STUDENT TEACHER MUST CALL OR EMAIL THE SCHOOL, THE UNIVERSITY SUPERVISOR, AND THE DIRECTOR OF STUDENT TEACHING (Lisa A. Vogt, lvogt@luc.edu, 312-915-7402) TO INFORM THEM OF THE ABSENCE. If a student must be absent more than two days, the Director of Clinical Services will decide whether the additional days must be made up. Student teachers are required to keep a classroom attendance record and to turn it in to their University Supervisor at the last seminar or formal observation. Students risk losing their placement if attendance becomes a concern. (*Learning Competencies 1-7*)

Evaluation

- A minimum of six visitations with your University Supervisor will be made during the semester.
 - The first visitation, which will occur within the first 2 weeks of student teaching, will be introductory in nature. During this visit the expectations of student teaching will be reviewed, questions answered, etc.
 - Midway through the student teaching experience, sometime during weeks 7-8, a formal mid-term evaluation/observation will be completed. Both the University Supervisor and the Cooperating Teacher will complete a mid-term evaluation of the student teacher. The mid-term evaluation is meant to identify the student teacher's progress or lack thereof. While a formal debriefing including the Cooperating Teacher is not necessary, the University Supervisor is expected to discuss/meet in person/meet via email/meet via phone conference with the Cooperating Teacher regarding his/her mid-term evaluation of the Student Teacher.
 - The final student teaching observation will include the final evaluation and a summative debriefing of the student teacher's progress or lack thereof. This final observation and meeting will occur sometime during weeks 14-15. Both the University Supervisor and the Cooperating Teacher will complete a final evaluation of the student teacher, and will participate in a portion and/or all of the final debriefing.
 - The interim three observations will be evaluative in nature, will include a formal debriefing between the University Supervisor and the Student Teacher, and will include the identification of goals on which the Student Teacher is to work for the next observation. These observations are to be scheduled in accordance with the schedules of the Student Teacher, Cooperating Teacher and University Supervisor.
 - **50% of the final grade reflects the results of the midterm and final evaluations**, the overall job performance of the student, including their ability to respond to corrective feedback and suggestions from the cooperating teacher and university supervisor.
- Student Teachers are required to develop a unit of instruction that gets sustained for a number of days. The length and nature of the unit vary and must be negotiated with the University Supervisor and the Cooperating Teacher. The Impact on Student Learning project is nested in the unit developed by all Student Teachers at Loyola.
- An elaborated written lesson plan must be given to the University Supervisor **prior** to any formal observation. An abbreviated lesson is required for all lessons taught not directly related to the unit. A copy of all abbreviated lesson plans must be collected in a notebook and the notebook made available to the University Supervisor when they visit. The University Supervisor may make written or oral comments about these plans and even require some additions. The concept for the unit and written lesson plans represent
 - **20% of the final grade is represented by this project**
- Students are expected to attend all Monday Seminar Sessions from 5:00 - 6:30 PM at the Lakeshore Campus. Students are expected to be active participants in seminar, to come well prepared, and to turn in a weekly reflective journal. If a student misses more than 1 seminar, either a regularly scheduled meeting with the supervisor or a group meeting for any reason, their grade will be impacted. Individual supervisors will discuss with their seminar participants the degree of impact this will have on the grade. (*Learning Competencies 1-7*)
 - **15% of the final grade is represented by this project**

- **School Service:** Student teachers are expected to participate in an area of volunteer service within the school. The work they do does not need to directly benefit the students in their own classroom as long as it benefits the school or school community as a whole. Examples of appropriate service projects include but are not limited to sponsorship of a club, tutoring, before/after (extended day) school care, volunteering at a school open house, working on a school fundraiser, participating in parent night, assisting with curriculum mapping, working with students on Special Olympics or adaptive recreation programs, attending LSC or PTA meetings. School service projects should be a minimum of 15 hours in length for a 15-week placement. School service should be documented using the form provided by your University Supervisor. (*Learning Competencies 1-7*)
 - **5% of the grade is represented by this project**

- **Classroom Management Plan:** Student Teachers gradually throughout the semester discuss with their Cooperating Teacher issues related to classroom management and developing positive relationships with children. They ask for specific information about the classroom management plan already in place and ask for an opportunity to tweak that plan or try new strategies with the whole class or a few individual students. They may teach a lesson to help students gain important social or behavioral skills. They attempt to determine the function that impeding behaviors have for individual students who do not follow classroom rules/procedures. They reflect on issues related to classroom management. They gradually develop their own position on classroom management. (See copy of complete assignment at the end of this syllabus). (*Learning Competencies 1-7*)
 - **10 % reflects the classroom management project**

Impact on Student Learning Project

All Student Teachers are required to complete an Impact on Student Learning Project and to submit the completed project to a faculty assessor via Live Text. Student Teachers teach a multiple week unit of instruction based on Illinois state teaching standards. They then create an assessment plan designed to measure student performance before(pre-assessment) and after(post-assessment) their instructional sequence. The pre and post assessments must be clearly aligned. Finally, Student Teachers are asked to analyze and reflect on their instructional design, the educational context, the degree of learning gains demonstrated for students, and how the project will impact them as future teachers or change their professional goals. The results of this project is not reflected in the final grade for student teaching; successful completion is necessary before a student can become certified. (*Learning Competencies 1-7*)

Professional Profile

When students submit their completed Impact project to Live Text, they also submit a Professional Profile. See the Student Teaching Handbook or the Impact materials packet for a fuller explanation of the requirements for the profile.

Calendar

During student teaching, student teachers are required to follow the calendar of the school district in which they are placed rather than Loyola University's calendar. Student teachers should make themselves aware of school district holidays, in-service days, etc. and ask their cooperating teachers what their level of participation should be.

CLASSROOM MANAGEMENT ASSIGNMENT

This assignment will be turned in gradually throughout the semester and will represent 10 % of the total grade for student teaching for the semester. Ask your University Supervisor to clarify their expectations in terms of formatting, length of response, and whether to submit components of the assignment as a hard copy turned in at seminar or electronically through Blackboard.

Week 1: Have a discussion with your cooperating teacher (or ascertain the answer to the following questions by examining written documents or conducting a series of e mails) and inquire about the following: The existing or proposed classroom management plan for the class including rules, procedures, expectations, recognition system used when students either meet or fail to meet expectations, and some background for why things are set up in this specific way. Ask for the names of students for whom the current plan is not working. Ask if it would be possible for you to experiment once you assume responsibility for parts of the day by (1) attempting to identify the function that a behavior exhibited by a non-compliant student might be (2) identifying a social skill that might be taught proactively to the class (3) identifying a new procedure or rule that you introduce and later provide reinforcement for. Document the results of this discussion or series of communications and your thoughts and reactions.

Additional reflection question: Should students be involved in setting expectations for classroom/school behavior? Why or why not? Does the age of the student influence your answer?

Additional reflection question: Posting lists of expectations in class is one way to help students remember rules and procedures. What are other ways that you can think of or that you see your cooperating teacher making use of?

Week 2: Ask your cooperating teacher how you can get a copy of the district's uniform code of discipline. (If you are in a stand alone private school this will not apply) Examine the code and react to what you see presented. Most codes of conduct involve what is called "direct cost" and delivering negative consequences for student behavior. What is your reaction to the fact that such policies mostly involve negative reinforcement for behavior? Do you think that students should also be given an opportunity to practice a positive behavior and to rehearse using the behavior that others would like to see them demonstrate? Ask your cooperating teacher what behaviors their administrators expect them to deal with personally and which are typically handled by personnel in the school office? If you are in secondary education, what guidelines did your cooperating teacher give you about the use of school security personnel? If there are school-wide behavioral expectations how are those communicated to staff and students?

Additional reflection question: How many classroom rules do you feel are optimal? Are the classroom rules in your class positively stated in terms of what they would like to see students do? How do we give students motivation for doing the right thing?

Weeks 3-6: If you successfully negotiated with your cooperating teacher and have permission to try to introduce a new rule or procedure, teach/reinforce a proactive social skill or a new routine, begin planning implementation. Begin to implement whenever you and the cooperating teacher feel it makes the most sense to do so. Submit the plan and written documentation of the results of implementation, including how you reinforced students' behavior, and any attempt you made to continue to collect data on the continued success of your plan. If the cooperating teacher is resistant to the idea of you teaching a new routine, procedure, or social skill, ask if you could look at one or two students who are not complying with requests for appropriate behavior. Collect observational behavior and decide what you feel is the function of the behavior the student is currently displaying. Ask yourself how students could meet the same goal by

Additional reflection question: What student behaviors are triggers for you? (they make you angry, make you feel irritated or incompetent?) What do you find yourself harping about with your students?)

Weeks 7-8: In writing reflect on your current beliefs and perspectives regarding discipline and delivering consequences for student behavior. Once rules/procedures have been formulated and communicated, what types of reactions, cues, and

symbols do you use to acknowledge students' appropriate and inappropriate behaviors? What do you find the most challenging about student behavior? Comment on the use of any of the following: nonverbal cues, pregnant pause, asking a question to get clarification from student, proximity, eye contact.

Additional reflection question: What do you do to try and develop relationships with your students and between students? What have you noticed that your cooperating teacher does in this regard?

Appendix A

List of Standards for Teacher Preparation

PRINCIPLE #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s)/he 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 upon knowledge of subject matter, students, the community and curriculum goals.

PRINCIPLE #8: The teacher understands and uses formal and informal assessment strategies to evaluate and 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/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.