

**Fall 2010, Spring 2011 Loyola University Chicago CIEP 564-Elementary**

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## **Syllabus**

Seminars discussions are aligned to the Loyola University Chicago Student Teaching Fall 2009 -Spring 2010 Course Description which includes Learning Outcomes, Learning Competencies, Expectations and Assignments, Grading Criteria, Standards for Teacher Preparation, School of Education Conceptual Framework Standards, and Services for Students with Disabilities (SSWD).

The Loyola University Chicago Student Teaching Handbook Objectives for Student Teaching provide the foundation for seminar discussion. During seminar, special attention is given to *sharing student teaching experiences, teaching strategies, classroom management techniques, weekly reflections, lesson planning, school service and evaluation of instruction.*

Discussion of these topics is carefully aligned to the student teaching experience, and is paced throughout the student teaching semester to ensure understanding and ongoing support/coaching. A small portion of every seminar addresses administrative tasks such as scheduling observations, announcements, and the collection of paperwork. Sharing and discussing ongoing student teaching experiences are key components of every seminar.

Current educational topics that support the student teaching experience are an important part of seminar discussions. They target practical and research based teaching practices; questioning strategies; professionalism and ethics; confidentiality; teaching strengths and areas for growth; and, resume preparation and interviewing. Throughout the semester, seminars may integrate timely articles or presentations related to teaching.

### **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](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](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**

Professionalism in Service of Social Justice

The School of Education is committed to forming students that are professionals in Social Justice. To help accomplish this goal all LU CHOICE teachers will:

- a) teach in an under resources Catholic school
- b) Receive a reduced salary as a challenge to living simply and being in solidarity with the working poor
- c) Will participate in a spiritual formation program that is rooted in the teaching of Ignatius of Loyola, that is in concert with the ongoing work of the Jesuits and also concentrates on social justice and how that is lived out in ministry and daily life.

The theme of Professional in the Service of Social Justice will be incorporated through out all seminars.

### **Technology**

Through teaching and seminar participation students will continue to learn how to incorporate technology in an under resourced setting.

### **Diversity**

All of the participating LU CHOICE teachers will be teaching in settings that are quite diverse. Seminars will help students to address the feelings that come up in these settings and how they might best address issues of diversity in their classrooms.

### **Student Teaching Expectations and Assignments Fall 2010, Spring 2011**

*Please do not hesitate to contact your University Supervisor at any time with concerns. Open and clear communication between the members of the student teaching triad is essential for your success.*

**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, and THE UNIVERSITY Program Director TO INFORM THEM OF THE ABSENCE. You will be at risk of losing your placement if attendance becomes a concern. **(Learning Competencies 1-7)**

**Evaluation:** A maximum of five visitations with your University Supervisor will be made during each semester. The first visitation will be introductory in nature. The following three visitations will be evaluative in nature, one of these being your formal mid-term evaluation. The mid-term evaluation is meant to identify the student teacher's progress or lack thereof. A lesson plan must be given to the University Supervisor for any lesson evaluation to proceed. Every attempt should be made for the University Supervisor and the Student Teacher to conference after the lesson. **(Learning Competencies 1-7)**

**Seminar Sessions:** Students are to attend all Seminar Sessions. Students are expected to participate in discussions and complete any assigned activities. **(Learning Competencies 1-7)**

**Lesson Plans:** Students are expected to write a formal lesson plan for each lesson they teach. **(Learning Competencies 2-6)**

**Classroom Management Plan:** Student teachers will develop a plan to establish classroom procedures, rules, and consequences to establish a positive learning environment. **(Learning Competencies 1-7)**

### **Impact on Student Learning Project**

You are required to teach a multiple week unit plan. Your instructional goals should be based on Illinois state content standards. You will also need to create an assessment plan designed to measure student performance before (pre-assessment) and after (post-assessment) your instructional sequence. Finally, you need to analyze and reflect on your instructional design, educational context and degree of learning gains demonstrated by your students. Refer to your Student Teaching Handbook for further details. You will receive more information at the portfolio seminar. **(Learning Competencies 1-7)**

**Appearance:** Appropriate and professional dress is expected of all student teachers.

### **Grading Criteria**

**See attached rubric**

**LuChoice  
First Year  
Spring Semester**

- January 24** Bullying in the Classroom  
How to identify bullies and possible victims  
Prevention Strategies for the victims  
Working with the bully  
Reflective Teaching Sharing
- February 7** Differentiation  
Understanding the need for differentiation  
Introduction to differentiation by content, process and product  
Reflective Teaching Sharing
- February 28** Living Lent in the Classroom  
Themes that can be used in Lent  
Activities and prayer experiences  
Reflective Teaching Sharing
- March 7** Building Community  
Peace Activities and conflict resolution  
Reflective Teaching Sharing
- March 21** Centers/Stations – a means of differentiation  
Management of Centers  
Materials for Centers  
Reflective Teaching Sharing
- April 11** How to motivate a lesson  
Transitions  
Reflective Teaching Sharing

**LuChoice  
Second Year  
Spring 2011**

- January 25** What is my philosophy of education?  
How does that impact how I approach students?
- February 15** How do the culture and environment of my students  
influence my teaching?
- March 15** Where have I witnessed issues of social justice in my school community?  
How can I address these issues in my classroom?
- April 12** How do I plan for different learning styles and assess in order  
to respond to individual needs of students?