

Spring 2014 Loyola University Chicago CIEP 564-Elementary

Syllabus

Seminars discussions are aligned to the Loyola University Chicago Student Teaching Fall 2013 -Spring 2014 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.

IDEA Objectives

1. Learning fundamental principles, generalizations, or theories
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Developing skill in expressing oneself orally or in writing
4. Learning how to find and use resources for answering questions or solving problems

5. Developing a clearer understanding of, and commitment to, personal values
6. Learning to analyze and critically evaluate ideas, arguments, and points of view

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

“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Courses in the LU CHOICE MED certification program have been designed to assist students in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. Meeting the needs of diverse children is a central focus of readings, class discussion, and of the LU CHOICE program itself.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition for this course is professionalism and the descriptions for the expected behaviors for the disposition can be found on the rubric posted in LiveText for this course.

Technology

Technology is an essential tool for developing one’s own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. It assumes that students will be proficient at word processing (including creating tables and

diagrams), communicating via Loyola GroupWise e-mail, downloading Microsoft Word and Acrobat Reader files), and recording/presenting video clips. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. If you are not familiar with any of the preceding skills/equipment, it is your responsibility to become so.

In addition, anytime presentations are done, you must ensure that your files and software are compatible with Loyola's. Bring flash drives, various types of CDs/DVDs, videocassettes (and adapters), and other materials to class in advance of presentations so that you may test them for proper functioning and compatibility. Presentations are graded, so technology foul-ups should be avoided through careful planning and proactive work on assignments. Otherwise they will cost you points due to tight presentation schedules.

Diversity

This course supports the School of Education's conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching and learning in diverse urban communities.

Student Teaching Expectations and Assignments Fall 2013, Spring 2014

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, THE UNIVERSITY Program Director and student teaching supervisor TO INFORM THEM OF THE ABSENCE.** You will be at risk of losing your placement if attendance becomes a concern. **(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)**

- Students are expected to be in attendance at the following program events:
 - Fall and Spring Day of Reflection
 - Fall and Spring Retreats
 - Spring Interviews
 - Spring end of year mass
 - 4 community sessions with the program director, two in the fall and two in the spring.

Deadlines/Events:

LU CHOICE is “Preparing People to Lead Extraordinary Lives” therefore; the program holds its members to very high standards of performance. It is imperative that all deadlines are met. If a deadline will not be met, for any reason, it is the responsibility of the teacher to contact the director and student teaching supervisor **well in advance, a minimum of two weeks**, to:

- State the reason why the deadline will not be met
- Ask permission for an extension
- Outline the plan for getting required information turned in

The same is true for scheduled events. If there is a conflict with a scheduled event, for any reason, it is the responsibility of the teacher to contact the director and student teaching supervisor **well in advance, a minimum of two weeks**, to

- State the reason why attendance at the event is a challenge
- Ask permission to be excused from the event
- Outline the plan for making up the event
- Scheduled events include: Fall and Spring day of reflection, Fall and Spring Retreat, Spring program interviews, end of year celebration, student teaching seminars, faith sharing with the director.

Following this procedure does not mean that permission to miss an event will be granted. Failure to meet a deadline, or attend a required event, will result in the lowering of the student teaching grade. LU CHOICE members are allowed one excused absence a year and one excused missed deadline a year. Unexcused absences and missed deadlines will result in a lowering of the student teaching grade by at least one letter. All unexcused absences and missed deadlines are still required to be made up.

Any activities to be made up must be completed prior to the originally scheduled date of the event. A one-page summary of the make up event will be submitted to the director. Failure to make up an event prior to the event will result in an unexcused absence.

Evaluation: Up to 10 visitations with your University Supervisor will be made during each year. The first visitation will be introductory in nature. The following visitations will be evaluative in nature, one of these being your formal mid-term and end of 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)**

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)

You will be assigned grades as follows:

- **Supervisor 1/3 of total grade**
 - This grade will be based on your teaching ability, your progress, and your ability to receive and implement suggestions.

- **Principal 1/3 of total grade**
 - This grade will be based on your principal's assessment of your performance in the school.
- **Program director 1/3 of total grade**
 - This grade will be based on your performance in all areas of the LU CHHOICE program.

Grading Scale

A	4.00	A	4.0-3.7
A-	3.67	A-	3.6-3.4
B+	3.33	B+	3.3-3.1
B	3.00	B	3.0-2.7
B-	2.67	B-	2.6-2.4
C+	2.33	C+	2.3-2.1
C	2.00	C	2.0