Sequence 7 Syllabus
TLLSC 370: Designing and Implementing Relevant Assessment and Instruction: Teacher Performance Assessment (edTPA) Preparation

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2015

Instructor Information
Name: Sheryl Covitt
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Office: we will meet on site or arrange a meeting space on campus
Office hours: By appointment

Module Information
Days: Five seminar sessions to be scheduled (these will most likely take place on Mondays in Sept (1 meeting), Oct (2 meetings), and Nov (1 meeting); one edTPA orientation
Times: Seminar sessions TBD; all other meetings will take place at your Sequence 7 schools
On-Campus Location: TBD
School-Site Location: Per student

Sequence Description
During this rigorous sequence, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification. During the fall semester candidates will work with their Co-teacher(s) and Internship Coach to navigate the curricular and professional responsibilities and requirements of this experience. Along with being a liaison between the university and the internship site and scheduling four seminar sessions with candidates, the Internship Coach will make regular visits with candidates and Co-teachers for formative purposes as well as summative evaluations in support of a successful experience.
TLSC 370 and the other learning experiences of Sequence 7

University Instructors will support candidates’ unit planning in TLSC 360/CIEP M44. The TLSC 360 module (meeting on Monday evenings) focuses on integrating math across the content areas. The university instructor (in math methods) will also visit candidates in their classrooms in order to support their continued development in early elementary methods; as much as possible, these visits will be organized around math instruction. Candidates will be evaluated with the CLASS instrument, as well as creating instructional videos for peer and instructor review, just as in previous sequences. CIEP M44 focuses on inclusive practices, working with families, and assistive technology for students with special needs. TLSC 370 (which is primarily school-based) guides candidates’ fieldwork through on-site observation, feedback and reflection focusing heavily on professionalism in teaching and disposition. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Goals

Essential Questions:

- How does my knowledge and understanding of my students impact my assessment development and implementation?
- How do my curriculum and instruction choices impact the classroom environment?
- How does my use of data support student success?
- How does my formal and on-going reflection on the impact on my students’ learning aid in my development as a professional educator?

As a part of this module, candidates will understand that effective educators:

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups.

- Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students.

- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).

- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Support and deliver flexible and appropriate instruction in cooperation with their assigned co-teacher. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J) (IB)

- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1I, 1L, 4I, 4K, 4L) (IB)

- Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving. (2I, 2J, 2K, 2L, 2M, 2O, 3N, 4L, 5I, 5L, 5M, 5Q, 5S, 8N) (IB)
• Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs. (1H, 3J, 3M, 5H, 5J, 5K, 5M, 5P, 7Q) (IB)

• Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families. (5H, 5J, 5K) (IB)

• Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion. (1C, 4K, 4N, 5K, 5M, 5N, 8I, 8J, 8O, 8R, 8S, 9G, 9K, 9N) (IB)

Standards Alignment
TLSC 370 is aligned to Illinois Professional Teaching Standards, ECE and ECSE Standards. Key selected standards to which this sequence is aligned are listed below:

Planning for Instruction
STANDARD 10: The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals. [26.200] (ECE)
STANDARD 4: The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children’s abilities and needs and families’ goals, priorities, and concerns for their child. [28.240(d)] (ECSE)

Learning Environment
STANDARD 11: The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children’s developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [26.210] (ECE)
STANDARD 5 The competent ECSE teacher uses an understanding of young children’s social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [28.240(e)] (ECSE)

Instructional Delivery
STANDARD 12: The competent early childhood teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills. [26.220] (ECE)
STANDARD 6: The competent ECSE teacher employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children’s development and learning across developmental domains and content areas, are appropriate to those areas and to each child’s individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes. [28.240(f)] (ECSE)

Communication
STANDARD 13: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] (ECE)
STANDARD 7: The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home. [28.240(g)] (ECSE)
Curriculum and Content Knowledge

STANDARD 1 – Curriculum The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children’s competence across all developmental areas and content areas. [26.110] (ECE)

STANDARD 1 - Content Knowledge The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child’s competence across curriculum areas. [28.240(a)] (ECSE)

STANDARD 2 – Curriculum: English Language Arts
The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations. [26.120] (ECE)

STANDARD 3 – Curriculum: Mathematics
The competent early childhood teacher demonstrates proficiency in the use of mathematics; understands and communicates the major concepts, procedures, and reasoning processes of mathematics, which include number systems, number sense, geometry, measurement, statistics, probability, and algebra; and promotes the abilities of children from birth to grade three as they apply, interpret, and construct mathematical thinking skills in a variety of situations. [26.130]

IDEA Objectives:
- Gaining factual knowledge (methods)
- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field

Conceptual Framework
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. The School of Education conceptual framework can be summarized as “professionalism in service of social justice.” 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. As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. 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. 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. Sequence 7 in the ECSE undergraduate program has been designed to guide candidates in taking the final steps toward embodying the principles of social justice by teaching collaborating to make a lasting impact on students and their communities. TLSC 370 in particular is aligned with the School of Education’s Conceptual Framework through the following assignments and activities:
Conceptual Framework Standards: TLSC 360 and 370

<table>
<thead>
<tr>
<th>Conceptual Framework Standards</th>
<th>Activities and Assignments</th>
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<tbody>
<tr>
<td>CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field</td>
<td>reflections</td>
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<tr>
<td>CF2: ...knowledge and skills in a variety of school and professional settings.</td>
<td>clinical and CLASS evaluations</td>
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<td>CF3: ...an understanding of issues of social justice and inequity.</td>
<td>-TLSC 360 assignments and instructional unit</td>
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<td>CF4: ...skills that will enable them to work effectively with diverse clients.</td>
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<td>CF5: ...technological knowledge and skills which enhance education.</td>
<td>online peer evaluation</td>
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<td>CF6: ...professional decision-making skills and behaviors in advancing social justice and service.</td>
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<td>CF7: ...how moral and ethical decisions shape actions directed toward service to others.</td>
<td>professional portfolio</td>
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<tr>
<td>CF8: ...an ability to apply principles in professional decision-making.</td>
<td>module experiences in school settings -edTPA</td>
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Dispositions Assessment:
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 or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
- **D8** demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)
- **D12** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- **D13** demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
- **D17** demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

- 93% - 100% A
- 90% - 92% A-
- 87% - 89% B+
- 83% - 86% B
- 80% - 82% B-
Attendance:

- Arrive promptly and maintain excellent attendance records. (See attendance form) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your instructor and co-teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your Instructor, Coach and Co-teacher(s) ahead of time – by phone message or email, if possible, if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.
- Reference TLLSC Internship Handbook for more detailed information regarding attendance and notification policies.

Module Assignments

- **Module Attendance, Professionalism, and Participation: 20% of final grade**
  - Candidates are expected to consistently and actively participate in all meetings and other sessions and their associated activities. Since much of this module takes place in a school, candidates are expected to dress and act professionally in accordance with individual school policies. Candidates must establish a schedule with their co-teacher and arrive on time and stay for the duration of the session. Candidates must document their time in both the Sequence 7 and 8 classrooms using the attendance form provided and submit the form to their University Coach at the conclusion of their module. During the sequence, five meetings will be scheduled, which all ECSE majors must attend. Meetings will build directly on assigned readings and field experiences; candidates must come to these having read all assigned texts and articles, as well as completing a reflective journal each week. Meetings will be scheduled on Mondays once Sequence 7 begins and will consist of the following:
    - 1 meeting in September
    - 2 meetings in October
    - 1 meeting in November
    - 1 additional edTPA orientation, to which Sequence 8 teachers will also be invited
Clinical and CLASS Evaluations: 50% of final grade

- Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for four teaching evaluations, consisting of three formative teaching evaluations and 1 summative evaluation to take place during the sequence. Candidates must submit a written lesson plan analysis (see template from TLSC 360) via email to their Coach and Co-Teacher a minimum of 24 hours prior to each observation. Observations will account for 40% of these points, while lesson plans will reflect the other 10%. The total number of visits per candidate may vary, but during Sequence 7, candidates will be evaluated by their coach a minimum of two times (most likely during visits 1 and 3) using the blue rows of the ECSE Program Sequence 7/8 Clinical Evaluation Tool. Candidates will also receive a midterm and final evaluation (most likely visits 2 and 4) on all of the subskills (blue and white rows) of the Evaluation Tool. Classroom teacher ratings will be incorporated into the midterm and final evaluation. Your TLSC 360 will also visit you in your school site; your instructors will work together to complete a total of three in-person evaluations of your teaching with the CLASS K-2 tool during these visits.

Weekly Reflections and Peer Evaluation: 10% of final grade

- Videos and Peer Evaluation: Candidates will submit four videos to a shared Sequence 7 Peer Evaluation Box folder over the course of the fall semester. Each candidate will be responsible for viewing and providing substantive comments (a few paragraphs in length) on the videos of the other candidates in his/her peer evaluation group. Comments should provide formative feedback based upon the dimensions of CLASS (K-3 version). Your videos will be evaluated by your TLSC 360 instructor using CLASS but you should make this video folder available to your TLSC 370 coach so that s/he can use your videos to assist in completing your Clinical Evaluations.

- Reflections: Candidates will write weekly reflections of a full page in length. Reflections should focus on course topics, readings, if applicable, discussions, and field experiences in response to prompts given in class. Reflections should discuss students’ experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities, and should incorporate self-reflection on peer, instructor, and coach feedback as well as at least one specific link (per essay) to/citation from theory and research from prior sequences. A template for the reflections will be provided. The final reflection for Sequence 7 will include reflections and plans for achieving proficient ratings on the Clinical Evaluation by the end of Sequence 8. Your Sequence 7 coach will instruct you on where to submit these reflections.

Professional Portfolio: 10%

- Over Sequences 7 and 8 you will complete a professional portfolio including artifacts representing your work over sequences from each of your years in TLLSC (assignment description and rubric will be provided). You should submit a link to your portfolio by the end of Sequence 7, which should have in place an overall structure, introduction, headings, your completed resume, and at least seven artifacts with artifact sheets. Submit your work in progress to Sakai by the second session of your Sequence 7 PLC.
The Summative Assessment for ECSE Sequence 7 consists of three parts:

- **Sequence 7 Integrated Unit**: The Sequence 7 unit is modeled after the mini-unit candidates complete in Sequence 5. It is designed as a practice for the expectations of edTPA in Sequence 8 and includes the same three tasks as edTPA. Candidates will work with their TLSC 360 instructor and cooperating teacher educator to create an instructional unit demonstrating an understanding of math and literacy pedagogy and assessment (and any other relevant content area standards). Through the planning (using UbD) and delivery of some part of this unit, candidates will demonstrate their ability to connect learning about students to their instructional planning and assessment. This unit will include submission of a learning segment video recorded in your Sequence 7 classroom. Components of this unit will relate to children with special needs and be addressed in CIEP M44. The Sequence 7 Unit will be submitted to LiveText and evaluated there.

- **Documentation of five days spent in Sequence 8 classroom**: Candidates will provide documentation that they have visited their Sequence 8 classroom for a MINIMUM of 5 days. The dates and times of these visits will be arranged between the candidate and the Sequence 8 mentor teacher, and must not overlap with any Sequence 7 days. This will provide a valuable opportunity to forge a relationship with the Sequence 8 mentor teacher. Document these visits on your Sequence 7 attendance record and make sure to have your Sequence 8 teacher sign that record form.

- **Documentation of Completion of edTPA Task One draft**: Candidates will generally not complete edTPA in the classroom in which they are placed for Sequence 7; edTPA will be completed in their Spring Sequence 8 student teaching placement. Candidates will change classrooms/schools after the fall semester, which has unique implications for the planning of edTPA. Sometime during November of Sequence 7, candidates will also schedule at least one meeting with their Sequence 8 mentor teacher, during/after which they will work to complete a draft of Task One of edTPA. Evidence of completion of Task One will be submitted to LiveText, but Loyola faculty will provide no feedback on Task One at any point in Sequence 7 or 8.

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**School of Education Policies and Information**

**DCFS Mandated Reporter Training:**
As a teacher, you will be a mandated reporter of child abuse in the State of Illinois. In order to understand this role, you will need to complete an online training module that is provided by the state. It will take you approximately 60 to 90 minutes to complete and you will receive a certificate of completion. This certificate is to be uploaded to LiveText under your TLSC 360 course. Please print the certificate and keep it for your records. Here is the link to the module:

https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=D67FA56FC88615C0F4B772600B71A8EC

**Diversity**
This module calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates’ understanding of diversity on multiple levels.

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**University Policies and Information**

**Syllabus Addendum**
Link: [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

This link provides information on the following policies:
- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**
Sequence 7 Attendance Record

Student ___________________________________________      LUC ID# ________________________

School ___________________________ Primary Cooperating Teacher____________________

Please check the appropriate boxes:  □ ECSE- Preschool      □ ECSE - Primary

Please keep an accurate tally of your daily attendance. A Co-teacher must initial this record at the end of each week. Please enter the times you attended your site on the appropriate lines. This calendar is your proof of attendance during your Sequence 7 experience and should include 5 additional visits to your Sequence 8 classroom and your meeting with the Sequence 8 Co-teacher. It must be given to your Internship Coach at the final seminar.

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SIGNATURES:

Sequence 7 Co-Teacher:____________________________

Sequence 8 Co-Teacher:____________________________

Teacher Candidate:_______________________________

Internship Coach:_______________________________