Course Description:
This course is designed to examine the broad concept of professional growth as well as formative and summative school supervision and its role in improved teaching and learning. Specifically, this course will provide a critical examination of a model of professional growth and supervision: The Charlotte Danielson Framework for Teaching model. This model provides intensive development to non-tenured and tenured teachers alike to improve instruction leading to increased student learning outcomes.

While taking this course, the candidate will take the on-line training program for Teacher Evaluation mandated under 105 ILCS 5/24A-3 of the Illinois School Code. It is required that the candidate finish Teacher Evaluation certification prior to beginning the Internship ELPS 566.

Conceptual Framework:
The conceptual framework of Loyola’s School of Education is “Social Action through Education.” Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago School of Education embraces the diversity of our school community and that of the city of Chicago, the nation, and the world.

This course contributes to the realization of this framework by engaging students in the work of leading and transforming Chicago’s schools to ensure improved outcomes for all students, teachers and school communities. The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators.

While the training of the Internship candidate is centered on the concept of “hands on learning,” the professional growth of the candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills.

• CFS1: Candidates critically evaluate current bodies of knowledge in their field.
• CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.
Introduction:
Through readings, in-class simulations, and field experiences, this course will provide the opportunity for the candidate to acquire the knowledge, skills and dispositions necessary to examine aspects of supervision of teaching that supports the ongoing growth and professional learning of teachers, leading to improved student outcomes for every student.

This course is designed to examine current issues in school supervision for the improvement of student engagement, achievement, and success. In addition, this course will provide the candidate an opportunity to examine the opportunities and challenges that regularly confront instructional leaders in diverse settings, while developing the appropriate knowledge, skills, and dispositions to successfully identify and address these issues when they arise. Specifically, this course will address:

1. A theoretical basis for understanding current supervisory needs and practices.

2. Adult learning and how this affects professional practice.

3. The nature of teaching and learning for diverse populations and implications for today’s instructional leader to improve engagement, achievement, and success for all students.

4. A critical examination of the Charlotte Danielson Framework for Teaching and the use of this model which affords the school leader an opportunity to provide differentiated professional growth opportunities for each teacher to improve student outcomes (vis-a-vis PERA and Senate Bill 7).

5. The use of school-wide data to determine gaps in student achievement for multiple student populations.

6. The need for specific, targeted, and differentiated professional development to improve professional practice, refine instructional strategies to improve student achievement outcomes, and to nurture teacher leadership.

7. The importance of quality, face-to-face conversations with faculty about professional practice, learning, growth, and leadership.

8. The importance of developing the ability to have honest, courageous conversations with teachers to assist them to develop and implement strategies to promote student engagement, and to eliminate gaps in student learning and achievement.
Course Standards:

LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATIONS’ CONCEPTUAL FRAMEWORK STANDARDS:
• CFS1: Candidates critically evaluate current bodies of knowledge in their field.
• CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

SREB 13 Critical Success Factors/Functions (2007):
CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.
CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

ISSLC STANDARDS (2008):
ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):
ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, create and implement plans to achieve school goals.
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
National Benchmarks and Standards for Catholic Schools (2012)

1.3 The school leader/leadership team regularly bring together the school's various constituencies (including, but not limited to faculty and staff, parents, students, alumni) to clarify, review, and renew the school's mission statement.

6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning, [evaluation] and retirement.

Required Texts:

The following will be provided to you in class:

• The syllabus and additional readings/documents can be found on Sakai.

Things you need to find and bring to class:
• You will need to have access to, and be familiar with, Sakai – Loyola University Chicago’s electronic classroom.

• You must register for a Live Text account, if you have not already done so.

• You are required to bring your course books to class each week.

**Embedded Field Experiences:**

- Formal Observation Cycle (2) (NCATE assignment)
- Informal Observations (2)
- Professional Development Plan Written Paper (Danielson Framework)
- Team Professional Development Oral Presentations (Danielson Framework)
- Growth Through Learning Teaching Modules

**Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Class Participation, and Professional Dispositions</td>
<td>11</td>
</tr>
<tr>
<td>Informal Observations and written summary</td>
<td>15</td>
</tr>
<tr>
<td>Formal Observation and System Protocol Analysis (NCATE Assessment)</td>
<td>30</td>
</tr>
<tr>
<td>Growth Through Learning Teacher Evaluation Modules</td>
<td>20</td>
</tr>
<tr>
<td>Professional Development Written Paper</td>
<td>15</td>
</tr>
<tr>
<td>Team Oral Presentation: Danielson Model</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 100 points**

**Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style. ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus.**

**Description of Assignments:**

**Attendance, Participation, and Professional Dispositions:** 11 points

Candidates will participate in discussions based upon weekly readings and hand-outs as well as in role play, debate, demonstrations, and point-counter-point discussions. It is expected that students will attend class on a regular basis. Class always begins promptly at the designated starting time, and ends at the designated ending time. Attendance for the complete class session is expected. Your participation score is based on your attendance pattern as well as on your contributions to class discussions and activities.
<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruption to the group process.</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual.</td>
<td>Candidate attends class and is punctual with a few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner.</td>
<td>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
</tr>
<tr>
<td>FAIRNESS</td>
<td>Candidate consistently reflects and respects other points of view within the university setting.</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
</tr>
<tr>
<td>ALL STUDENTS CAN LEARN</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting</td>
<td>Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the university setting</td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate’s words and deeds within the university setting do not support the principles of social justice.</td>
</tr>
</tbody>
</table>
Informal Observations  

Using resources provided in this course, the candidate will conduct two (2), 15-20 minute informal observations. These observations will be conducted consistent with the tools introduced in Informal Observations on the Go! by Sally J. Zepeda (2012) and Danielson’s “Framework for Teaching” (2007, 1996). The candidate, with authorization from the building principal and the collaboration to two teacher colleagues, will conduct these informal observations.

The candidate will write a summary of each informal observation and share the observation with the two teachers selected. Tools discussed and outlined in the Zepeda resource provide ideas for collecting this data. The candidate is to submit a copy of the tools used to collect the data (with the data included) and all informal summaries (do not disclose teacher names) to the instructor. Candidates will also provide the instructor with a written, scholarly reflection (4-5 pages) using appropriate in-cite citations in APA style, 6th edition. (All course objectives). The rubric for this assignment is attached to the syllabus and can be found in a folder on SAKAI.

Supervision/Formal Observation Cycle (NCATE Assessment)  

General Directions:

In this course, we have been developing and practicing the knowledge, skills, dispositions, and techniques of effective instructional leadership and supervision. We have studied the supervision models and frameworks of Danielson, Zepeda, and Darlington-Hammond. We have also revisited the state-mandated Performance Evaluation Reform Act of 2010 (PERA) and Senate Bill 7.

Part 1:

The candidate will now conduct two (2) full cycles of formal observation supervision with the two teachers they informally observed earlier in the semester using the Danielson Framework. A full cycle of clinical supervision includes the pre-observation conference (use Interview Protocol Pre-Conference in Danielson, p. 173), the formal observation (use Danielson Framework), and the post-observation conference (use Interview Protocol Post-Conference in Danielson, p. 171). The candidate will write a summary of the entire formal observation experience pre-conference, observations, and post-conference including follow-up discussions with the teacher to include next steps and recommendations you would make to the teacher for improving teaching and learning must be included. Discuss also how you maintained teacher confidentiality and support of the teachers during this process.(ELCC 2.2., 2.4.)

Part 2:

Additionally, candidates will write a reflective, scholarly paper (between 8-10 pages, which includes your summary from Part 1) using appropriate in-cite citations in APA style 6th edition on the full, clinical supervision process and discuss the following:
1. Describe your school community. Include student demographic data as well as results of recent standardized student achievement assessments (Terra Nova, ITBS) used at your school site which indicate areas for improved student achievement outcomes. (ELCC 1.1)

2. Describe in detail what you consider to be the strengths and challenges of using the Danielson Framework when evaluating teachers and why.

3. How does the Danielson Framework model support your school’s vision and mission? For instance, could incorporating a framework for teaching that focuses on student engagement and critical thinking/learning opportunities be used to inform the development of the school’s current vision? (ELCC 1.1)

4. How might the Danielson Framework and subsequent professional development promote teacher leadership within your school? (ELCC 1.3, 1.4)

5. How can the evaluation process be utilized to assess your school’s culture and how would you access it? What are some context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture? (ELCC 1.2, 2.1)

6. How might the use of the Danielson Framework for Teaching improve communication between teachers and the school leader? Be specific. (ELCC 1.4)

7. Describe how you would inform and solicit comment from your parent community and other important school community stakeholders about the implementation of the Danielson Framework at your school? Discuss how the use of this professional growth framework supports your school’s vision/mission (ELCC 1.4)

Your recommendations and comments should reflect integrity (honesty and respect for the rights of others), fairness (impartiality and sensitivity to student diversity), and ethical considerations and decisions. The rubric for this assignment is presented below.

The candidate will load the assignment into Live Text on the due date and provide the instructor with a hard copy in class.

Professional Development Plan

During this course, you have become familiar with the Charlotte Danielson Model “A Framework of Teaching.” For Part I of this assignment, you will write a professional paper on how you would provide a professional development series for the faculty at your school to introduce them and train them on the Danielson “Framework of Teaching.” Your paper should be specific to your school site and address the members of your faculty that would attend this session.
Part I: Written Paper: 15 Points

1. State the professional development goal and clearly explain why you feel this plan will provide a professional learning opportunity for your faculty. Explain how the implementation of the Danielson “Framework For Teaching” is an important strategy to implement at your school to provide teacher professional growth and improved student learning outcomes.

2. Define the professional development needs as you see them. Be very specific and address the specific components of the Danielson Model that must be incorporated into your professional development plan.

3. Define the stakeholders who need to participate in this professional development (i.e., all classroom teachers, specialists, etc.).

4. Research, develop, and articulate the actual professional development plan you would provide for these stakeholders at your school to familiarize them with the Danielson Model. The plan should include the steps, key activities, and resources you will use to provide the professional development to the targeted stakeholders. Keep in mind that this is a professional development plan. In other words, the plan will encompass several sessions besides your initial introductory session to your teachers on the model itself. You must articulate why the move to this professional growth/evaluation plan is important to the fulfillment of your school’s mission and the needs of the children who attend your school.

5. As part of the written portion of this assignment, articulate the National Benchmarks and Standards for Catholic Schools (2012) you addressed in the preparation and delivery of this professional development session.

6. Provide a detailed timeline for follow-up sessions with the faculty stakeholders (including dates and times), so they understand the professional development is an ongoing process and need for your school. What will these follow-up sessions contain? The planned follow-up sessions also indicates the leadership commitment to the initiative and the importance of accountability.

7. Write a six-to eight-page, scholarly paper describing the components above with in-cite citations using APA style, 6th edition. Include a reference list of materials and sources (such as research and materials used in this course) you would consider for the delivery of this professional development plan (i.e., besides Danielson, what other best practice resources for delivering professional development, would you use to prepare this professional development plan?).

Part II: Oral Presentation: 9 points

You will work with a partner to prepare a professional development session for your teachers on the Danielson model. Each group will prepare one domain of the framework. Teams will be assigned by the instructor. Your goal is to help your teachers understand
this domain and how teachers can begin to prepare for the model’s implementation at your school.

1. Prepare the actual professional development presentation and one interactive activity for our class that simulates a session you might do with your teachers on your assigned domain. This presentation should include:
   a. Power Point Presentation used to engage your “faculty audience” in the session.
   b. Handouts or artifacts you would provide to the faculty (with enough copies for members of this class).
   c. One interactive activity you would do with the faculty to engage them in the session and facilitate their learning. You will do the activity with us as part of your oral presentation.
   d. A timeline for follow-up sessions with the faculty stakeholders, so they understand the professional development is an ongoing process and need for your school. The follow-up session also indicates the leadership commitment to the initiative and the importance of accountability.
   e. Define what faculty need to do between the current professional development session and the next time the group reconvenes to revisit this important initiative. This step is important as it clearly communicates this is an initiative that is important and is here to stay.
   f. You will present this professional development session for your colleagues on the morning assigned to your team. The dates are provided in the course syllabus. The rubrics for these assignments are attached.

**Growth Through Learning Modules**

As a part of this course, each candidate will participate in the state-approved teacher observation certification training. The Growth Through Learning modules can be accessed through an account that will be established for each candidate. Candidates are expected to complete the entire certification training during this semester course. Deadlines for completing specific modules of the training are included in the course syllabus. Candidates are required to print the certification of completion for each module to give to the instructor on the dates specified. It is essential that candidates view the training videos prior to taking the module assessments to ensure successful completion of the on-line course.

**Diversity**

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.
Technology
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

IDEA Objectives for this class
(objectives in bold print are essential, the objective in italic print is important)

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information
Selected References


Green, T. (2009). Your first year as a principal: Everything you need to know that they don’t teach you in school. Ocala, FL: Atlantic Publishing Group, Inc.


<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Topics to be Discussed</th>
<th>Readings to prepare prior to class session</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10</td>
<td>*Course overview, syllabus, assignments, disposition, and expectations * Joys and Struggle of the Principalship * See yourself as a principal * The Principal Story (introduction) * The Danielson Framework: Introduction *Senate Bill 7 and PERA *Instructional Leadership: What is it? *Growth through Learning On-line Training Introduction *Self-assessment Reflection *Informal Observations</td>
<td>Danielson, C. Prefaces, Chapters 1 and 2; Darling-Hammond, L., Preface and Chapter 1; Fullan, M. Preface and Chapter 1</td>
<td>Make sure you have access to your Growth Through Learning On-line account</td>
</tr>
<tr>
<td>October 8th</td>
<td>* Building relationships with all stakeholders *Articulating a school vision and collaborative culture * Decision Making * Continuum of Performance Assessments * Authority and Power * Supervision and Evaluation, can a principal do both? * Communication</td>
<td>Danielson, Chapter 3 and 4; Darling-Hammond, Chapter 2, 3 and 4; Fullan, Chapter 2 and 3; Gorton, R., Preface, Chapter 1 and 2 AND * Zepeca, Chapters 1-3</td>
<td>Growth Through Module 1 DUE and Informal Observation Paper DUE</td>
</tr>
<tr>
<td>November 5th</td>
<td>* Using Evidence of student learning appropriately * Conflict Management * Supporting Meaningful Professional Learning *Formal Observations * Organizational Culture * Create Structures for Fair and Effective Evaluation</td>
<td>Danielson, CH 6; Darling-Hammond, Chapter 5, 6, 7; Gorton, CH 4, 5 and 6; Fullan CH 4</td>
<td>Growth Through Learning Module 3 &amp; 4 DUE and Formal Observations DUE</td>
</tr>
<tr>
<td>December 3rd</td>
<td>* Change * Becoming a Change Agent * The future is now *Keep your eye on the prize</td>
<td>Gorton, Chapter 7; Fullan, Chapter 5 and 6; Darling-Hammond, Chapter 8</td>
<td>Growth Through Learning 5 DUE and Professional Development Plan Paper DUE</td>
</tr>
<tr>
<td>December 10th</td>
<td>Oral Presentations and Review</td>
<td>Oral Presentations DUE and Growth Through Learning Module 2 DUE</td>
<td></td>
</tr>
</tbody>
</table>
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

• www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.