Instructor Information
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Office hours: Monday before or after class

Module Information
Dates: August 29, 2014 – November 14, 2014
Days: Monday Seminar
Times: 5:00 – 6:45
On-Campus Location: Mundelein 605

Module Description
During this rigorous module, 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. Candidates will work with their mentor teacher two days per week while being supervised at the school site by a University Coach. Monday night seminars will be held on campus and lead by Loyola faculty. This sequence also prepares candidates for the required Impact on Student Learning Project they will complete during their student teaching in Sequence 8. Candidates will compose a pilot Impact project. Candidates will administer, analyze, and reflect upon an assessment. This sequence will better prepare candidate for independent work by also discussing components of the Teacher Performance Assessment (edTPA). This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.
Module Goals
Essential Questions:

- How does knowledge and understanding of my students impact my instructional planning, assessment choices, and delivery?
- How do educators draw on their understanding of education theories when making decisions concerning instructional planning, assessment, and delivery?
- How do educators collaborate with others to support student learning?
- How do educators balance relevance and rigor when choosing content and pedagogy?

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

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student’s learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- Use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)

IDEA Objectives: (Complete the course evaluation online at IDEA Campus Labs website: http://luc.edu/idea/)

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information
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.

- **D3** value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)
- **D6** collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)
- **D7** value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)
- **D14** demonstrate 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.

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-
- 77% - 79% C+
- 73% - 76% C
- 70% - 72% C-
- 67% - 69% D+
- 63% - 66% D
- 60% - 62% D-
- Below 60% F

Attendance:
- Arrive promptly and maintain excellent attendance records. (see Addendum 1) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom 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.
Module Assignments

- **Module Participation: -20% of final grade**
  - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.

  - Participation will make up 20% of your final grade for this course and be determined using the participation rubric.

- **Content Specific, Standards-Aligned Practice edTPA Unit: 60% of final grade**
  - Candidates, with the support of their cooperating teacher, will plan, instruct, assess and analyze a 3-5 day unit in the edTPA format. edTPA handbooks and response templates will guide the design of this unit. The lesson plans must be submitted using the template contained in this syllabus (see Addendum 2). Candidates must also provide evidence of the effective use of WIDA standards, suitable to instructional goals and to enhance teaching and learning. The completed assessment serves as the summative assessment for this sequence.

  - **Content Specific Assignments: 20% of final grade**
    - Social studies students will write a lesson plan that uses technology and incorporates current events.
    - Students will analyze the socio-economic, political and cultural backgrounds of their students.

Module Reference Books


**Tentative Module Seminar Schedule**

<table>
<thead>
<tr>
<th>Week (Seminar meets Mondays)</th>
<th>Focus</th>
<th>notes</th>
<th>Assignment Due</th>
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| #1 August 29th | edTPA Introduction  
|               | Discuss options for edTPA handbook  
|               | Discussion of content area specific topics  
|               | Candidates get release form  |
| #2 September 5 | No Class: Labor Day  |
| #3 September 12 | edTPA Planning Task Rubrics 1-5  
|                 | Decide on edTPA Handbook  
|                 | Use Rubrics Explained  
|                 | Instructors send handbook decision to JB  
|                 | **Student demographics (data collection), Due**  |
| #4 September 19 | Lesson Planning and Academic Language  
| #5 September 26 | Research and theory in edTPA  
|                 | Differentiating Instruction  
|                 | Discussion of content area specific topics  
| #6 October 3   | Formative Assessment  
|                 | Discussion of content area specific topics  
| October 10     | Fall Break  
|                 | No class  |
| October 24     | Videotaping Skills  |
| #7 October 17  | edTPA Instructional Task Rubrics 6-10  
|                 | Discussion of content area specific topics  
| #8 October 24  | Use Rubrics Explained  
|                 | **Planning Task Due**  
|                 | Work on Instruction Commentary  |
School of Education Policies and Information

Conceptual Framework Standards
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. SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified by our 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.

Specifically grounded The Conceptual Framework: Social Action through Education, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students.

LiveText and Sakai
Candidates will be responsible for regularly accessing their Sakai accounts at http://sakai.luc.edu. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates MUST use their Loyola University Chicago email
address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments. You can access more information on LiveText here: LiveText.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

**Diversity**
By focusing on individual, diverse students in urban classrooms, this seminar addresses multiple perspectives on diversity, including but not limited to the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.

**Technology**
Candidates will use Microsoft Excel to manipulate, represent and analyze data and use online resources for research.

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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 directs students to the following statements

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

**Resources to be found on-line: Saki**

- Student Teaching Attendance sheets
- Loyola Lesson plan templates
- Participation rubric
- Clinical evaluation rubric (formative and summative)