



Loyola University Chicago School of Education



Program Handbook 2017-2018

Teaching, Learning, and Leading with Schools and Communities

Program Handbook

Welcome to the profession of teaching! Research demonstrates that teachers have the greatest impact on student achievement. To meet national, state, and local goals of improving learning outcomes for all students and reducing achievement gaps, teachers require professional knowledge, skills, and dispositions to have an impact on diverse learners in diverse settings. A comprehensive teacher preparation program designed around four key cornerstones, Teaching, Learning, and Leading with Schools and Communities (TLLSC) will prepare teacher candidates at Loyola University Chicago for this important work. This work is also grounded in the School of Education's mission and conceptual framework.

School of Education Mission

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 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.

School of Education Conceptual Framework: Professionalism in Service of Social Justice

Vision-

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

SOE Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual framework-

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

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. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks,

vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment (<http://www.luc.edu/transformatived/index.shtml>). Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be *of* those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in coursework. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

School of Education Conceptual Framework Standards

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

The Four Cornerstones of TLLSC

Cornerstone One: Partnerships with Schools and Communities

Teacher preparation requires an *all hands on deck* approach, where university, school, and community partners share the responsibility to prepare teachers to support student learning, achievement, and success. Rather than isolate teacher preparation off in the university, TLLSC sets teaching and learning in partner schools and communities. This site-based program provides teacher candidates with extensive opportunities to work alongside expert teachers in urban classrooms in high-need, high-performing schools and community organizations.

Cornerstone Two: Teacher Preparation for Diverse Classrooms

Loyola faculty have partnered with schools and community organizations to ensure that teacher candidates gain extensive deep experiences engaging with diverse populations, including students with special needs and those labeled as English learners (ELs). TLLSC ensures that all teachers are prepared to serve all learners, including students from diverse social, emotional, behavioral, cultural, linguistic, developmental and academic backgrounds.

Cornerstone Three: Authentic Teaching Practices Increase over Four Years (Engage in teaching – don't just talk about it!)

Loyola faculty started with the perspective that expertise is not an endpoint, but a process of continual growth, and we accepted that even expert teachers with years of practice undergo a growth cycle of beginning, developing, and mastering as they respond to the dynamic nature of the profession. Teachers must adapt practices, not only in response to classroom situations and student needs, but also to shifts in school wide curriculum and programs, as well as to changes in state and federal policies and procedures. TLLSC aims to prepare teachers to be responsive and adaptive, viewing teacher candidates as beginning professionals from the time they enter the program and fostering their development of reflective learning and leadership skills.

Cornerstone Four: Participation in Professional Learning Communities

Teacher candidates transfer knowledge and skills when they experience authentic practice with guidance and mentoring. In addition to collaboration with teacher educators from the school, community, and university settings, TLLSC utilizes professional learning communities (PLCs) to foster meaningful collaboration among teacher candidates. Through PLCs within teacher candidates' specific areas of specialization (e.g., secondary social studies, early childhood), guidance and collaboration among freshmen, sophomores, juniors, seniors, and faculty in similar areas of interest and expertise come together each semester to dialog and learn from one another.

TLLSC Program Phases

Whether you aim to teach early childhood, elementary, secondary, bilingual, or special education, you will move through three phases of field-based sequences and modules across your four years of study. Different from traditional university programs, every sequence lasts for an academic semester, which means you will complete one sequence each semester, and a total of two each academic year. Each sequence is made up of a series of modules, which are taken in a sequential order. Unlike traditional university courses, the modules are of various lengths, ranging anywhere from two to twelve weeks, depending on the content and extent of the experiences in that particular module. You will not take more than one module at a time, nor can you take them in any order you choose. The experiences in the modules are designed to build upon one another, so you will take them in the order listed on the School of Education website (http://luc.edu/education/programs/bsed_%20program-phases.shtml). When you take

modules in a single sequence, they may or may not be taught by the same professor, which means in one sequence you might have multiple instructors who are guiding you, assessing you, and providing feedback on your progress as a teacher candidate. Each individual module will have a series of school- and/or community-based experiences and module assessments. In addition, at the end of each semester, you will complete a sequence summative assessment to demonstrate your development of the knowledge, skills, and dispositions related to that entire sequence. This will demonstrate your growth through the three phases of the program. A graphic of the TLLSC program phases can be found at: http://www.luc.edu/media/lucedu/education/pdfs/TLLSC_Phases_full-detail.pdf

Phase 1: Exploration (3 semesters: Sequence 1-3)

During the first three sequences (semesters) of the program, teacher candidates engage in a range of experiences across contexts and settings with birth to grade 12 children. Candidates take a series of modules (courses) in each sequence that gradually orient them to the fundamental concepts of teaching and learning and the importance of understanding the role that communities play in the education of children. Candidates will be in school and community placements working with university faculty, teachers, and community professionals supporting the development of students and exploring the many facets of education. At the core of these experiences is a commitment to social justice in education and the School of Education's guiding principles as expressed in our conceptual framework.

Phase 2: Concentration (3 semesters: Sequence 4-6)

In the second phase of the program teacher candidates choose a concentration – Early Childhood Special Education, Elementary Education, Bilingual Elementary Education (Spanish), Special Education or Secondary Education. In their fourth semester of the program they delve deeply into that concentration and begin to develop the knowledge and skills needed for that area of specialization within teaching and learning. In the fifth and sixth semesters of the program, candidates continue to hone their knowledge, skills and dispositions of teaching and learning at their specific grade or age level and within particular content areas. They learn the importance of teaching reading and literacy skills across grade levels and content areas and how to use data to inform instruction. Candidates also broaden their scope of teaching to incorporate a global framework and engage their students in service to the local community as they make global connections.

Phase 3: Specialization (2 semesters: Sequence 7-8)

In the final phase of the program teacher candidates participate in a year-long internship (sequences 7 and 8) in a single school. In the first semester, candidates spend up to three days in the school and in the second semester they are in the school five days a week. This allows them to become immersed in the school, classroom instruction, and day-to-day operations during the first semester. Candidates then take on full-time responsibility for the classroom(s) in the second semester. This offers a unique opportunity for candidates to make an impact on the lives of children and their families at this early stage in their career.

PLC Expectations

At the end of each sequence, candidates participate in a Professional Learning Community (PLC). Utilizing the apprenticeship model of learning communities, our PLCs bring together individuals at different developmental stages of their teacher education program; for example, seniors and juniors apprentice beginning teacher candidates within the community. Within their PLCs, teacher candidates are expected to: (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to the program's Enduring Understandings (EUs) and dispositions. Candidates come together to make meaning of the learning taking place in modules and sequences; the knowledge acquired through this collaboration is used to guide future problem-solving in later school and community-based experiences.

TLLSC Enduring Understandings

Candidates will understand that effective educators ...

1. reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups. (Illinois Professional Teaching Standards (IPTS) 1, 3, 9)
2. engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students. (IPTS 4, 8, 9)
3. 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. (IPTS 3, 5, 7)
4. use data to drive instruction and assess teaching and learning effectiveness. (IPTS 7)
5. apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families. (IPTS 9)
6. apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. (IPTS 1, 2, 5)
7. hold high expectations and build on the assets of diverse students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, gender identity). (IPTS 1, 3)
8. explicitly integrate the teaching of reading, writing, communication and technology across content areas. (IPTS 5, 6, 8)
9. create and support safe and healthy learning environments for all students. (IPTS 4)
10. utilize information from theories and related research-based practices when making decisions and taking action in their professional practice. (IPTS 2)
11. maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement. (IPTS 2)

TLLSC Dispositions

The TLLSC program has as part of its requirements a set of professional dispositions defining certain behaviors, attitudes and perspectives as expectations of the program and the field of teaching. By nature, some of these dispositions address matters of personal choice and representation. These dispositions do not purposefully infringe on students' to make specific personal choices, but rather define a professionally acceptable range for their considerations. Instructors of TLLSC courses are required to assess each student on the dispositions identified for each course and thereby, have the responsibility of determining and addressing any issues pertaining to those expectations. In doing so, instructors are providing guidance and feedback to encourage the professional development of students within university, clinical and professional school settings relevant to the TLLSC program and not beyond. Dispositions are monitored and candidates are evaluated on dispositions every semester.

The teacher candidate commits to appropriate professional and interpersonal behaviors by...

D1	demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
D2	engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (International Baccalaureate (IB))
D3	valuing diversity and advocating 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). (1A, 9F, 9R) (IB)
D4	demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
D5	participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
D6	collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
D7	valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 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)
D9	demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
D10	maintaining one's own intellectual, emotional and physical well-being to effectively fulfill one's professional responsibilities. (4I) (IB)
D11	implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
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.
D14	demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.
D15	valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

D16	demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
D17	demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Roles and Responsibilities of Teacher Candidates in TLLSC

Professionalism

- Participation in TLLSC includes a deep commitment to the education of children. At times, this will require you to go beyond the scheduled course expectations.
- Teacher candidates need to maintain a professional attitude in regard to all activities undertaken during all modules including appropriate dress, speech, and personal habits. Particular care should be taken with the rights of privacy of children and parents/guardians. When a candidate is unsure of the procedure to be followed in a given situation, the candidate should consult Loyola faculty or professional partners.
- Be aware of issues related to the safety of children. This includes learning about universal precautions in the event of blood related injuries, knowing where the school nurse is located, and how to obtain assistance when needed. Keep a watchful eye on students in order to prevent injury to themselves or others.
- Connect with the school and local community. Seek opportunities to become involved in all school/community organization activities and functions.
- Actively seek and participate in professional organizations and activities that are outside of course or program requirements. An example of this is the Future Teachers Organization. Find additional opportunities in your communities or become a student member of a professional education association.
- Think and act like a teacher. Integrate and assimilate material learned into module experiences. Promote and maintain a high level of integrity in the practice of the profession.
- Take initiative in the classroom or community site in which you are working. Recognize the value of this opportunity and do not wait for others to suggest ways to become involved or to help. Seek opportunities to go beyond what is required of you.
- Treat all children with respect. Act professionally even in situations which may be difficult or stressful. Refer to children in the classroom/community organization professionally as “students” or in a manner consistent with the cooperating professional.
- Maintain a professional distance from the children. Do not become buddies. Refrain from sharing personal information. *Avoid use of Social Networking sites!*
- Respect all of the school/community organization rules and regulations. Understand the impact of your words and actions and serve as a role model for the students.
- Exercise good judgment in grooming and personal appearance. Dress in a professional manner, so as to be respected and taken seriously by students, parents, teachers, administrators and other professionals. Conform to the established dress code for the professional staff of the school/district/community organization in which you are placed.
- Ensure you have proper identification on you at all times. Your Loyola Student ID must be worn on a lanyard and visible at all times during module experiences.

Communication

- Model high-level communication skills. Communicate in a professional manner with students, parents, faculty, administrators, and other cooperating professionals. Proofread and edit all written communications.
- Discuss all module content and expectations with your professors and co-teacher educators (e.g., classroom teachers, community program directors). All module assignments should be completed with the support and collaboration of co-teacher educators to positively impact the students and curriculum.
- It is the responsibility of teacher candidates to ask professors and co-teacher educators for extra help with concepts, projects, or particular module experiences when necessary. If needed, candidates should also seek assistance from the University Writing Center for help with written work.
- It is also the responsibility of teacher candidates to inform professors of any special learning needs or required accommodations. Contact SOE advisor (Katie Schiller) or Associate Dean of Student Services regarding personal or family issues. They will notify appropriate personnel and help you through a difficult period.

Attendance

Because TLLSC is a field-based program that takes place primarily in school and community settings, regular attendance is both essential to ensuring your success as a teacher candidate and to respecting the work that goes on in schools and community organizations. As a teacher candidate embedded in authentic education experiences, missed class sessions in any module are difficult to “make up”, as these experiences cannot be recreated by getting notes from a classmate or by meeting with the professor. Many of the modules also require consistent attendance in a single classroom, school, or community program, and so having teacher candidates absent or tardy affects the daily flow of activities in that setting, and therefore also directly affects both the educators and students at work in that setting. As a result, a high degree of professionalism is expected of candidates. Candidates should note that excessive absences and/or tardiness may result in having to re-take a sequence. To ensure your success in the TLLSC program, abide by the following guidelines:

- Arrive promptly and maintain an excellent attendance record. Candidates are expected to attend every module and PLC session for the scheduled duration as to maintain consistency for students and school/community professionals. Ask your professor and co-teacher educator(s) how they wish to be contacted regarding any special circumstances.
- If a scheduled absence cannot be avoided, make arrangements and notify everyone involved before that absence. Inform your professor and co-teacher educator(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 module or PLC session, it is necessary to contact your professor.
- Assignments are due on the dates listed on module syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module and PLC as it relates to policies on assignments.

PLC Unexcused Absence(s)

Candidates who have had unexcused absences without notification and who have not worked with the instructor to make up the work within the semester will receive an NP for that semester. Students should be aware that transcript credit for PLC is awarded in spring semester, AND that grades in fall PLCs impact PLC grades in spring semester.

In order to address the absences, the PLC faculty member who awarded the NP will develop a disposition contract to be reviewed and signed by the candidate. This disposition contract will include the completion of an approved independent inquiry due no later than the end of the sixth week of the following term (spring or fall). This inquiry would not be a formal independent study, but is an independent inquiry project that the faculty member determines as sufficient to make up for the unexcused absence(s). The candidate will take full responsibility for completing the project and meeting the requirements of the disposition contract.

If a candidate satisfactorily completes the approved independent inquiry before the end of the sixth week of the following term, and meets the other obligations of the disposition contract the faculty member will change the NP to a P. If the candidate does not submit a satisfactory independent inquiry before the end of the sixth week of the following term, or does not meet other obligations of the disposition contract the NP will remain on the students' record and the candidate will be dismissed from the School of Education.

University and School of Education Policies

- All teacher education candidates are responsible for the academic policies and procedures of the university and school.
- [Undergraduate Academic Policies](#)

Roles and Responsibilities of Co-Teacher Educators in TLLSC

- Openly collaborate with and communicate with both LUC teacher candidates and university faculty through continuous dialogue regarding practice.
- Orient teacher candidates to the curriculum and/or educational program in the classroom, school, or community organization in which they work by participating in conversations, interviews, and group panels.
- Open the classroom, school, or community setting to teacher candidates' observations of instructional techniques, routines and policies, as well as interactions taking place within that setting.
- Share curricular, instructional, and assessment tools and resources used within the setting.
- Model essential professional behaviors as teacher candidates shadow and observe planning, instruction, communication with students and other educational stakeholders, as well as performing other professional responsibilities.
- In conjunction with teacher candidates, develop, examine, and adapt classroom/school/institution policies and practices; design and execute instructional lessons, units and/or programs; and assess the impact of these efforts on students' learning.
- Examine, reflect upon, and discuss findings from teacher candidates' assessments (i.e. structured observations, case studies, action plans) while considering the recommendations given for practice; provide feedback on teacher candidates' work; and use relevant and appropriate findings to inform future planning, instruction, and/or classroom/school/institution policies.
- Debrief with teacher candidates following experiences (such as observations using structured protocols, teaching lessons, interacting and/or working with students) and provide feedback on teacher candidates' performance.

Roles and Responsibilities of LUC University Faculty in TLLSC

- Openly collaborate with and communicate with both teacher candidates and co-teacher educators through continuous dialogue regarding the TLLSC program tenets (such as the EUs and

dispositions), the requirements and expectations for specific sequence/module experiences, as well as essential issues regarding practice and the teaching profession.

- Orient teacher candidates to the curriculum and/or educational program in the classroom, school, or community organization by helping to build necessary background knowledge, as well as organizing and/or encouraging conversations, interviews, shadowing experiences, and group panels with co-teacher educators and other stakeholders.
- Guide teacher candidates in observing instructional techniques, routines and policies, as well as interactions taking place within classrooms, schools, or community settings, and in connecting those observations with relevant sequence/module content, including appropriate learning and developmental theories.
- Provide teacher candidates with appropriate curricular, instructional, and assessment tools and resources relevant to the sequence/module content and the classroom, school, or community setting in which they are working.
- Aid teacher candidates and co-teacher educators in collaborating to develop, examine, and adapt classroom/school/institution policies and practices; design and execute instructional lessons, units and/or programs; and assess the impact of these efforts on students' learning.
- Aid teacher candidates in continuously connecting their experiences in classrooms, schools, and community organizations with their prior experiences, relevant sequence/module content, and sequence/module assessments.
- Examine, reflect upon, and discuss findings from teacher candidates' assessments (i.e. structured observations, case studies, action plans) with them while providing feedback on this work. Aid teacher candidates in communicating their recommendations for practice to co-teacher educators in a professional manner.
- Debrief with teacher candidates following experiences (such as observations using structured protocols, teaching lessons, interacting and/or working with students) and provide feedback on teacher candidates' performance.
- Continuously assess and provide feedback to teacher candidates on how they exhibit professional behaviors and dispositions as they observe, plan, instruct, interact with students, co-teacher educators, and other educational stakeholders, as well as perform other professional responsibilities.

Candidate Assessment

Each module and sequence provides opportunities for teacher candidates to receive ongoing feedback on their dispositional growth and academic performance.

- Teacher candidates are regularly assessed on their progress on the program's enduring understandings, knowledge, skills, and dispositions. These are aligned to each module and sequence.
- Teacher candidates are also assessed on the School of Education's Conceptual Framework Standards. These standards are aligned with sequence summative assessments.
- All modules have a series of assessments. Final grades for modules are not entered until the end of the semester, since the sequence summative assessment is a part of each module's final grade.
- There is a common grading scale used in all TLLSC modules:

Percent Range	Letter Grade
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
62% and Below	F

- Each module focuses on several professional dispositions (see pages 5 and 6 of this document). In each phase of the program – exploration, concentration and specialization – faculty will assess candidates on their progress on these dispositions. This represents a growth-based approach to the assessment of candidates. In the exploration phase, we expect candidates to demonstrate competency at beginning levels. In the concentration phase, we will look for candidates to have made growth and to demonstrate competency in the developing range. In the final phase, specialization, candidates should demonstrate dispositional growth at mastery levels. The specific dispositions for each module will be listed on the syllabus. These dispositions and the rubrics with expected behaviors for each developmental stage can also be found in LiveText.
- Beyond the ongoing feedback of the disposition assessments offered in each module, there are specific procedures taken when a faculty member has a significant concern as to the abilities and educational dispositions of a candidate. These procedures are provided on the Loyola website: http://www.luc.edu/media/lucedu/education/pdfs/teach_clinical-review-guidelines.pdf

LiveText

All teacher candidates must maintain access to a LiveText account for program assignments and resources. Information regarding LiveText access and account information is provided at: <https://c1.livetext.com/aboutus/>

Course Evaluations

At the end of each module, teacher candidates will be asked to evaluate their experience in that module and offer feedback to the instructor. As with all courses, this will be done online.

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LICENSURE CHECKLIST
Undergraduates

Use this checklist to ensure that you have successfully completed all requirements necessary for recommendation for licensure. When all items are checked off, the Entitlement Form can be submitted to the Licensure Officer.

What	When	Date Completed	Cost
Test of Academic Proficiency TAP/Basic Skills or ACT/SAT	First semester enrolled at Loyola		\$113 (TAP)
Content Exam	Prior to Sequence 8		\$86 - \$153
Special Education General Curriculum <i>Special Education Majors Only</i>	Prior to Sequence 8		\$99
Target Language Proficiency – Spanish <i>Bilingual Majors/Minors Only</i>	Prior to Sequence 8		\$122
Test of Oral Proficiency Interview <i>Foreign Language Majors Only</i>	Prior to Sequence 8		No fee for first interview
Reading Teacher Test <i>Reading Minors Only</i>	During Sequence 7		\$122
edTPA (see edTPA related policies on pages 13-14)	Prior to Sequence 8		\$300 (edTPA only)
No grades below C for licensure courses	Throughout the Program		
Major GPA 2.8	Throughout the Program		
Cumulative GPA 2.5	Throughout the Program		
Degree Posted			

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Educational Teacher Performance Assessment (edTPA)

The Educational Teacher Performance Assessment (edTPA) is a performance-based assessment embedded in the pre-service teaching experience. Its successful completion is a State requirement for licensure. This assessment is closely aligned to the National Board Certification Standards, Common Core Standards, IPTS Standards and the Charlotte Danielson Framework.

Teacher candidates need to register with Pearson for edTPA prior to registering for Sequence 8. Registration for Sequence 8 will be permitted once confirmation of registration for the edTPA has been received.

During Sequence 8, candidates will design, teach, video-tape, assess, analyze and reflect on a unit of study, within their credentialing area. The assessment will measure five interrelated dimensions of teaching:

1. Planning Task: evaluated based on the candidate's lesson plan and instructional material, as well as the candidate's own commentary
2. Instruction Task: evaluated based on 15-20 minutes of video of the candidate's actual instruction and the candidate's commentary
3. Assessment Task: evaluated on the candidate's assessment of learning of the whole class and two focus students, as well as student work examples.
4. Analyzing Teaching: evaluated based on the candidate's daily reflections and how they plan to adapt the lesson plans based on the observed student learning.
5. Academic Language: evaluated based on the candidate's ability to expand students' language repertoire for the content domain.

Candidates will be responsible for obtaining appropriate consent for any students involved in their completion of this assessment. Candidates must take an active role in:

- reviewing and understanding all rubrics, expectations and resources.
- communicating the requirement, timeline and expectations to co-teachers in detail.
- obtaining appropriate/timely consent using approved consent forms.
- independently managing the timeline, organization, preparation and implementation of their unit within their classroom.

edTPA Retake Policy

Candidates will be supported during the edTPA process in sequence 7 by their instructor and university coach and in sequence 8 by the university coach and a content specific faculty advisor. ISBE requires a minimum passing score for candidates to be entitled for licensure. If a candidate fails to pass the edTPA the following retake policy is in effect:

Scenario 1: A candidate fails to pass edTPA due to condition codes (e.g. not viewable video, corrupted Word document, etc)

- The candidate will correct the problem and immediately resubmit to Pearson. Assistance with video can be obtained through Digital Media Department

Scenario 2: A candidate's scores below the required minimum.

- The edTPA Coordinator, or other knowledgeable professional identified by the chair, will inspect the rubric scores and determine if the candidate needs to resubmit one task or resubmit all three tasks. If it is determined the candidate can improve to passing by resubmitting one task the edTPA coordinator, or designee, will advise the candidate which task to rewrite and resubmit.
- Please note edTPA states "All resubmitted materials other than the Context for Learning for the same class must reflect new artifacts and commentaries for planning, instructing, or assessment for student learning, and must not have been previously submitted for edTPA. Revised or edited versions of previously submitted materials may not be part of the retake submission"

- **One and Two Task Resubmission:** Since no feedback is given by graders at Pearson, the candidate will independently or in collaboration with the faculty advisor compare the individual rubric scores to the rubric descriptors. From this the candidate can determine what was lacking in their original response and guard against this happening in the resubmitted task. Assistance by the faculty advisor is limited in accordance with *Guidelines for Acceptable Candidate Support*
 - The candidate should work to resubmit the task to Pearson during the sequence 8 internship semester (or)
 - The candidate could choose to take a seminar offered during summer session A (CIEP 475) that will focus on the skills and abilities identified in edTPA. This seminar will also offer individualized analysis of previous assessment

- **Full Assessment Retake:** If it is determined that the candidate should complete all three tasks it is suggested they choose a new learning sequence. The following supports will be provided
 - A seminar will be offered during summer session A that candidates are encouraged to take. This seminar will focus on the skills and abilities identified in edTPA such as academic language, formative assessment, data based decision making and elements of planning.
 - The seminar will offer an evaluation of the candidates' unsuccessful assessment in the form of asking probing questions about candidate's draft edTPA responses or video recordings without providing direct edits of the candidate's writing or providing candidates with specific answers. Assistance by the Instructor is limited in accordance with *Guidelines for Acceptable Candidate Support*
 - A new clinical placement may be necessary for completing the edTPA assessment

- **Degree Conferral:** The edTPA is not required for degree conferral. If a candidate does not pass the edTPA prior to the degree conferral deadline, the degree will be posted and licensure can be applied for at a later date. Candidates who do not pass the edTPA by the end of summer session two will not be eligible for licensure through Loyola University Chicago.

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CERTIFICATE OF UNDERSTANDING

I certify that I have read this document, along with all other relevant information describing the program requirements, and that I understand my role and responsibilities as a teacher education candidate. This includes:

- demonstrating the abilities and dispositions necessary for the successful completion of my professional education
- meeting all requirements to move from Phase I to Phase II
- meeting all requirements to move from Phase II to Phase III
- meeting all requirements for degree conferral
- staying up-to-date on any changes to the TLLSC Program Handbook
- adhering to the [Academic Policies for Undergraduates](#)

I believe that I have sufficient physical, intellectual, behavioral, and social capacity to take part in the required courses and fieldwork, and to develop appropriate dispositions for communicating, reasoning, and otherwise engaging in appropriate interactions with others. I understand that my development as a teacher candidate will be monitored continuously throughout the program and that I will be expected to engage in self-assessment of my own progress. If, at any point in my professional education program, program faculty judge that I am not making adequate progress in developing appropriate dispositions or that I do not have the capacity to take part in educational experiences, my status will be reevaluated by the faculty in my professional education program. I may be asked to engage in a program of remediation before I am allowed to continue in the program. If the problem is not judged amenable to remediation, I understand that I will not be allowed to complete the professional preparation program.

Undergraduate Teacher Education Candidate's Name

Loyola ID Number

Undergraduate Teacher Education Candidate's Signature

Date