



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

Professional Learning Communities

TLSC 300 B 003

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Academic Year: 2016 – 2017

Instructor Information

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Office hours: Before and after class
Class location: Mundelein 603 (fall semester)

Session Information

Fall Semester Dates:

- Monday, November 21, 4:15 – 6:15pm
- Monday, November 28, 4:15 – 6:15pm
- Monday, December 5, 4:15 – 6:15pm

Spring Semester Dates:

- Monday, April 10, 4:15 – 6:15pm
- Monday, April 17, 4:15 – 6:15pm
- Monday, April 24, 4:15 – 6:15pm

PLC Overview:

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (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 EUs and dispositions.

Session Description

Professional learning communities (PLCs) serve as the touchstone of teaching and learning in the Teaching, Learning, and Leading with Schools and Communities (TLLSC) teacher preparation program, bringing together teacher candidates within specialty areas to share and co-construct knowledge, skills, and dispositions applied to their classroom contexts. By working in small groups of colleagues and peers, learning is emergent, targeted, and collaborative. Facilitated by faculty members with expertise in the specialty area, the PLCs serve as communities of practice where candidates come together to (a) share learning from various school- and

community-based experiences, (b) synthesize learning through reflection and discussion, and (c) apply learning through completion of sequence summative assessments. In this way, candidates come together to make meaning of the learning in modules and sequences to apply learning within their chosen specialty areas in order to increase their content and pedagogical expertise.

Session Goals

Essential Questions:

- What are pertinent factors of teaching, learning, and leading with schools and communities?
- How does theory connect with your learning and experiences in this sequence?
- How do sequence learning and experiences connect with past learning and experiences?
- How will you use your learning to guide subsequent problem-solving in education?
- What are the connections between your learning and experiences across this sequence and professionalism in service of social justice?
- What goals do you have for future learning in the area of literacy to increase your content and pedagogical expertise?

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

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups (EU1).
- Engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students (EU2).
- Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice (EU10).

As a part of this experience, candidates will:

- Use goals and procedures to guide PLC dialogue and to synthesize and make meaning of the learning and experiences across sequences.
- Engage in collaborative discussion and learning related to teaching, learning, and leading, as well as professionalism in service of social justice.
- Engage in dialog and make connections between sequence learning and experiences with pertinent theories and principles and specialty area teaching and learning.
- Complete the sequence summative assessments for their particular sequence related to the specialty area with individualized support from faculty facilitators.

As a part of this experience, candidates will be assessed on the following dispositions:

- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
- Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.
- Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.
- Maintaining one's own intellectual, emotional and physical well-being to effectively fulfill one's professional responsibilities

IDEA Objectives:

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.

As a part of this experience, candidates will be:

1. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
 2. Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course [elementary education]
 3. Learning to apply knowledge and skill to benefit others or serve the public good [students in elementary classrooms]
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Grading and Assessment

Grading: This course is graded on a Pass/Fail basis.

Attendance: PLCs, a 1-credit-hour experience across the academic year, meet only six total sessions – 3 sessions at the end of fall semester, and 3 at the end of spring semester. Because of the limited time of the experience, candidates are expected to attend *every* session. Candidates who have had an absence without notification and who have not worked with the instructor to make up the work within the semester will receive an NP. In order to receive the PLC credit required for graduation, candidates must complete an approved independent inquiry at the discretion of the PLC instructor. Note: If the candidate does satisfactory work, then the instructor can offer a P in the spring or submit a change of grade for the previous spring and the candidate can be awarded full credit for the PLC.

Participation: In addition to the importance of attendance, active participation is central to PLCs. To receive a passing grade, candidates must come ready to actively participate in PLC dialog. This implies having read any assigned readings and completed any assigned tasks determined by the instructor or by the PLC as a whole.

Session Experiences

PLCs by nature, are flexible and responsive to the evolving needs of the participants. Whereas the introductory session of the academic year will be used to inform candidates about the pertinent PLC structure and relation to the overall TLLSC program, ongoing sessions are flexible based on candidates' needs.

School of Education Policies and Information

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

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaging with Chicago, the nation, and the world. We are *a community that seeks to transform members to impact local and global communities through the principles of 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, PLCs bring together teacher candidates to have them make meaning of their learning and experiences in schools, as well as apply that learning to future practice and behaviors in teaching practice.

Dispositions

All students are assessed on dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn***. Dispositions assessed in this course are listed above. 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***.

	Reading	In-Class Activities	Preparation/Homework
Week 1	Text: <i>Worth Striking For</i> -by Isabel Nunez, Gregory Michie, and Pamela Konkol Foreword by Pedro Noguera Chapter 1: Introduction: Keep a Place for Policy Chapter 2: Chicago Teachers United	*Introductions and overview of syllabus and course expectations; *Small group discussion of reading and preparation of questions for guest speaker; *Exit slip related to issues of social justice, implications of the presidential election, and classroom teaching.	Read foreword and chapters 1 & 2 of <i>Worth striking for</i>
Week 2	Text: <i>City Kids City Schools</i> --Chapter 2: from <i>Holler If You Hear Me</i> -by Greg Michie --Chapter 20: "What Teachers Need to Know About Poverty"-by Sue Book --Chapter 17: from <i>The Shame of a Nation</i> -by Jonathon Kozol	Guest Speaker presentation: Professor Isabel Nuñez; Small group discussion related to exit slip comments/questions; Time to work in small groups on project	Read listed chapters Work on social justice media project
Week 3	Beyond the Knapsack Responding to Hate and Bias at School Let's Talk Guide	Panel presentation Small group scenario discussions; Social justice media collage presentations	Read listed chapters Finalize social justice media project

Images of Teaching for Social Justice Electronic Media Collage Project

“[T]eaching for social justice is teaching for the sake of arousing the kinds of vivid, reflective, experiential responses that might move students to come together in serious efforts to understand what social justice actually means and it might demand” (Greene, 1998, pp. xxix-xxx)[1].

Teaching for social justice is the theme of TLSC 300B PLC in the fall of 2017. As Greene articulates, teaching for social justice is a reflective, ethical action that responds to urgent social issues, particularly advocating the educational rights for all children. For this project, teacher candidates will create an electronic media collage of images and words representing teaching for social justice. Candidates will work in small groups to create their unique collage representing their commitment to teaching for social justice.

- In your small group discuss the meaning of teaching for social justice and generate ideas for how you would like to represent your ideas.
- You will need to spend some out of class time taking photos that you will use as part of your collage.
- On Week 3, we will spend time at the end of our class meeting for each group to present their collages. Introduce the images/text contained in your collage and discuss how they relate to the mission of teaching for social justice.

[1] Greene, M. (1998). Introduction: Teaching for social justice. In W. Ayers, J. A. Hung, & T. Quinn (Eds.), *Teaching for social justice* (pp. xxvii-xlvi). New York, NY: Teachers College Press.