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Preparing people to lead extraordinary lives

TLSC 300: Professional Learning Communities

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Academic Year: 2016-2017

Instructor Information

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Session Information

Fall Semester Dates:

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

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.

IDEA Objectives:

As a part of this experience, candidates will:

- Learn to apply course material to improve thinking, problem solving, and decisions.
- Acquire skills in working with others as a member of a team.

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.

Grading and Assessment

- **Grading:** This course will be 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.

Assessment: At the close of each semester, following the completion of the PLCs and submission of sequence summative assessments, candidates will reflect upon personal and professional learning during that semester, specifically on Conceptual Framework Standards 1 (synthesizing their learning about teaching, learning, and leading with schools and communities) and 6 (collaborating with peers and making decisions about practice to model professionalism in service of social justice).

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.
- Within the larger PLC section, candidates will engage in *Teacher Candidate Inquiry Groups* (TCIGs). These smaller groups will be organized by program area (e.g., bilingual/bicultural, elementary) or interest and will span program years and developmental stages in teacher development (e.g., freshman, sophomore).
- Whereas each session will open and close with whole-group dialog and learning in the PLC, the TCIGs will serve as the primary locale for candidates to set goals for learning, ask questions about their practice, seek out resources to mediate discussion, and work through problems and solutions together. The instructor will participate and facilitate these TCIG discussions, but they are meant to be emergent from candidates' interests, questions, and ideas as they apply learning from the semester to areas of expertise.
- In addition to whole-group PLC and small-group TCIG dialog, some TLSC 300 sessions will close with sequence-based small groups to support one another in working on the summative assessments for the specific sequences.

School of Education Policies and Information

Conceptual Framework Standards

This course is aligned with the conceptual framework of the School of Education—social action through education. The course focuses on providing literacy instruction to linguistically and academically diverse learners, and creating lessons that are culturally responsive to meet needs of all students. The conceptual framework is described at: www.luc.edu/education/mission/

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

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](#).

Technology

Whereas PLCs focus on the in-person dialogue and collaborative learning, technology will be integrated in various forms to mediate and support the professional development of teacher candidates, including but not limited to: (1) video clips of PLCs and/or classroom practice, (2) video or audio clips of teacher candidates working in classrooms, (3) online blogs, articles, and other information, and (4) Web 2.0 collaborative technologies (Adobe connect, Google sites).

Diversity

PLCs provide candidates with the opportunity to engage in collaboration with a community of learners – discussing and making meaning of all learning and experiences in schools and communities. Additionally, teacher candidates will engage in reflection and response in relation to professionalism in service of social justice. With this in mind, teacher candidates will consistently engage in dialogue around the diverse students (including those with special education needs and those who are English language learners), classrooms, schools, families, and communities with which they engaged in the prior sequence, as well as connect and reflect upon those experiences in relation to their own professional practice as a future urban teacher.

University Policies and Information

- I. **[Syllabus Addendum Link](#)**
- II. www.luc.edu/education/syllabus-addendum/

This is a link to university policies and information that includes the following: Academic Honest, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, & Electronic Communication Policies and Guidelines.

Dispositions:

Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific disposition or dispositions for each module are listed on this syllabus under module in which they are

emphasized and assessed. Please consult Live Text www.livetext.com for access to the complete set of rubrics and statements for each module.

Candidates in all modules will be assessed on the following deposition as well:

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Tentative Schedule:

Session	Spring Date	Agenda Overview: Topic TBD
1	November 21	Introductions and Community Building Sharing of Sequence Experiences Related to Literacy Instruction
2	November 28	Topic: Multicultural, Anti-Racist Teacher Education for Literacy Educators
3	December 5	Topic: Job Information and Preparation