



Loyola University Chicago
School of Education

Teaching, Learning, and Leading with Schools and Communities

TLSC 300A: ECSE Professional Learning Communities (Sect 001)

Fall 2016

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
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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 all ECSE teacher candidates to share and co-construct knowledge, skills, and dispositions related to each field-based ECSE sequence. By working in small groups of colleagues and peers, learning is emergent, targeted, and collaborative. Facilitated by ECSE faculty, the PLCs serve as communities of practice where candidates come together to (a) share learning from their 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 their learning in the field in order to increase their content and pedagogical expertise.



Essential Questions and Enduring Understandings

Essential questions for fall 2013

- What is a professional learning community (PLC)?
- What characteristics of PLCs contribute to collaboration and learning?
- What characteristics of PLCs deter from collaboration and learning?
- How does the PLC structure support teacher candidate learning in the TLLSC program?
- How does the PLC structure support children's learning and development in Birth-12 settings?

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 in early childhood education.
- Complete the sequence summative assessments for your current TLLSC sequence with individualized support from ECSE faculty.

IDEA Course Evaluation Link for Students

Each course/module/PLC 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. In TLSC 300A, you will be assessed on the following dispositions:

- Learn to apply course material to improve thinking, problem solving, and decisions.



- Acquire an interest in learning more by asking questions and seeking answers.

Alignment with relevant professional standards

NAEYC

Standard 6: Becoming a Professional: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a. Identifying and involving oneself with the early childhood field

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d. Integrating knowledgeable, reflective, and critical perspectives on early education

6e. Engaging in informed advocacy for young children and the early childhood profession

IL ECE

Standard 13: Communication: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

13D. understands the importance of audience and purpose when selecting ways to communicate ideas.

13J. practices effective listening, conflict resolution, and group-facilitation skills as a team member.

13K. uses a variety of communication tools to enrich learning opportunities.

Standard 15: Collaboration: The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being.

15A. understands schools as organizations within the larger community context.

15C. understands the collaborative process and skills that are necessary to carry out the process.

15E. establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support child development, learning, and well-being.

15J. establishes and maintains positive, collaborative relationships with colleagues, other professionals, and families and works effectively as a member of a professional team.

Standard 16: Reflection and Professional growth: The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

16A. understands that reflection is an integral part of professional growth and improvement of instruction.



16B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

16C. understands major areas of research on the learning process and resources that are available for professional development.

16D. reflects on his or her practice, articulates a philosophy and rationale for decisions, and continually evaluates the effects of his or her choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development.

16E. actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

16H. analyzes and evaluates experiences in working with parents and with interdisciplinary teams of professionals.

16I. uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

Standard 17: Professional Conduct and Leadership: The competent early childhood teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve children's learning and well-being.

17A. understands the unique characteristics of education as a profession and the ethical considerations that apply to educators.

17E. understands the importance of active participation and leadership in professional education organizations.

17I. serves as an advocate on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

17L. communicates effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

IL ECSE

Standard 7: Communication: The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home.

7F. employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback.

7G. selects and employs written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability.

7I. establishes and maintains positive, collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.

Standard 9: Collaborative Relationships: The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families.

9A. early childhood settings and other agencies related to young children and families as organizations within the larger community context.



9B. situated learning and the need for collaboration with families, business organizations, and other interested citizen groups.

9C. the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies.

9K. establishes and maintains positive, collaborative relationships with families and with other professionals in school and community settings to support children's development, learning, and well being.

9T. provides supervision, consultation and training to adults in diverse settings in areas specific to services for children and families and organization/development of programs, using principles of adult learning and collaborative consultation.

9V. engages in a variety of roles and interaction strategies to achieve effective functioning among members of the instructional team, including teaching assistants, therapists, family members, community child care teachers, and volunteers.

Standard 10: Reflection and Professional Growth: The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

10A. that reflection is an integral part of professional growth and improvement.

10B. methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

10C. major areas of research on the learning process and resources that are available for professional development.

10D. articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development.

10E. uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice.

10F. collaborates with other professionals and families as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

10G. participates actively in professional organizations and engages in professional dialogue to support his/her own development.

10H. reads and critically applies research and recommended practices.

Standard 11: Professional Conduct: The competent ECSE teacher understands education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well-being.

11N. serves as an advocate on behalf of young children and their families for improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators.

11O. initiates and develops new projects and programs to support the development and learning of young children.

11Q. contributes knowledge and expertise about teaching and learning to the profession.

11U. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals



with disabilities.

11V. demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals.

11W. practices within the codes of ethics, standards and policies of the education profession and of professional organizations.

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. With a pertinent reason, the instructor may choose to allow the candidate to participate virtually for 1 of the 6 sessions – using Skype or other technology to engage with the PLC while not physically present. There are no excused absences for TLSC 300. It is the responsibility of each candidate to attend class, arriving and departing at the appropriate times. Do not arrive at your PLC late or leave early.
- **Participation:** Active participation is central to PLCs. Attendance is essential, but a PLC is not a course or a seminar, but a *community* focused on *learning*. In order to receive a passing grade, candidates must come ready to actively participate in the work of this community. This implies having read any assigned readings and completed any assigned tasks determined by the instructor or by the PLC as a whole. But more importantly, the following behaviors are expected in every PLC session in order to receive a passing grade for TLSC 300: active engagement in discussions and PLC activities, prompt and responsive communication with PLC instructors and other candidates, preparedness for sessions. Exhibiting any of the following behaviors at any time in TLSC 300 will place a candidate at risk of failing: failing to interact respectfully or contributing to a positive sense of community in whole class or group work, using cell phones, using personal computers at inappropriate times, and other unprofessional behaviors identified by ECSE faculty.
- **Assessment:** During the PLCs and in conjunction with 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).
- **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](#). Only dispositions are assessed via LiveText in TLSC300.



Session Experiences – All PLCs

- PLCs, by nature, are flexible and responsive to your evolving needs. Whereas the introductory PLC 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.
- Each PLC session will open and close with whole-group dialog

Session Experiences – Fall PLC

- The fall 2015 PLCs will cover three topics areas and involve three different sets of activities
 - **Session 1: Sequence Recap**
 - This session will begin with introductions and announcements that pertain to all ECSE candidates. Then, each sequence group will present on their current and previous semesters.
 - **Session 2: ALL: Online survey completion**
 - We will not meet in person for this session. Instead, all candidates will receive an online survey which they must complete by Wednesday, November 30th.
 - **Session 2: Seniors only:**
 - Seniors will meet in person with Sheryl Covitt to go over edTPA responsibilities and task writeup.
 - **Session 3: All candidates**
 - Candidates will meet in person after having read assigned articles on teacher inquiry

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. We 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, 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.

➤ **Syllabus Addendum Link:** <http://luc.edu/education/syllabus-addendum/>

This link will direct candidates to the following university statements, which you are expected to review:

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

Dispositions

You will be assessed on the following dispositions of effective teaching in TLSC 300A :

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

Tentative Schedule for TLSC 300A

Session	Fall Date	Agenda Overview
1	November 16 MUND 403	Welcome and introductions (15m)



		Sequence Recap (90m)
2	November 23 On your own	Complete online survey Seniors will meet for edTPA support
3	November 30 MUND 403	Teacher inquiry