



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

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**TLSC 300B : Professional Learning Communities**

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Fall 2016

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**Instructor Information**

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**Session Information**

Spring Semester Dates:

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

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**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 your chosen specialty area 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.

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### **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.

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

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### **Dispositions Assessment:**

All students are assessed on one or more dispositional areas of growth across our programs:

***Professionalism, Fairness, and the Belief that All Students Can Learn.*** The instructor in your

course will identify the dispositions assessed in this course and 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.

- participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
- valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
- implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
- demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)

### 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.

### PLC Discussion Topics

|             | Discussion Topic<br>(2 sessions)                         | edTPA Topic<br>(1 session)              |
|-------------|--|---|
| Fall 2014   | RtI and Formative Assessment Systems                     | Familiarity and Making Good Choices     |
| Spring 2015 | Geometer's Sketchpad                                     | Research and Theories                   |
| Fall 2015   | Teaching Common Core                                     | Academic Language                       |
| Spring 2016 | Performance Assessments                                  | Planning                                |
| Fall 2016   | Connections, Misconceptions and Measuring Student Growth | Video Skills                            |
| Spring 2017 | Teaching Problem Solving                                 | Issuing and Supporting Student Feedback |
| Fall 2017   | NonCAS Graphing Calculators                              | Measuring Objective Mastery and Growth  |
| Spring 2018 | If all Students Have a Tablet                            | Instructional Methods                   |

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|--|---|--|
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|  | Other Topics:<br>UDL<br>Students won't do HW<br>CAS |  |

### Tentative Schedule for TLSC 300

| Session | Spring Date | Agenda Overview   |
|---------|-------------|---|
| 1       | November 21 | <ul style="list-style-type: none"> <li>• Guest Speakers: LUC Graduates</li> </ul>   |
| 2       | November 28 | <ul style="list-style-type: none"> <li>• Welcome &amp; Housekeeping</li> <li>• edTPA : Videotaping skills: editing, compressing, file conversion, uploading</li> <li>• Intro to Connections, Misconceptions and Measuring Student Growth</li> </ul> |
| 3       | December 5  | <ul style="list-style-type: none"> <li>• Welcome &amp; Housekeeping</li> <li>• Connections, Misconceptions and Measuring Student Growth</li> </ul>  |

#### Grading and Assessment

- **Grading:** This course will be graded on a Pass/Fail basis.
- **PLC Unexcused Absence(s) ( SOE Policy)**
  - Candidates who have 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 address the absences and come into the next semester's PLC, candidates must complete an approved independent inquiry during the spring or fall and submit proof of completion to his or her PLC instructor.
- Note: This inquiry would not be a formal independent study. This inquiry would be driven by the candidate and entail something along the lines of reading a professional text or taking a webinar. 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.
- **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. If an emergency arises, faculty always have the option of making accommodations in the form of an alternate assignment.
- **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.

#### Professional Attitude and Demeanor Part I

- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

#### Professional Attitude and Demeanor Part II

- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

#### Level of Engagement in Class

- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

#### Integration of Readings into Classroom Participation

- 4-Often cite from readings; use readings to support points.
- 3-Occasionally cite from readings; sometimes use readings to support points.
- 2-Rarely cite from readings; rarely use readings to support points.
- 0-Never cite from readings; do not use readings to support points.

#### Listening Skills

- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
  - 3-Listen when others talk, both in groups and in class.
  - 2-Rarely listen when others talk, both in groups and in class.
  - 0-Does not listen or interrupt when others talk, both in groups and in class
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- **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).
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## 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.

### Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

## **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](#).

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.

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).

## **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

## **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.

## **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://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***.