TLLSC 370/461: Designing and Implementing Relevant Assessment and Instruction:
Teacher Performance Assessment (edTPA) Preparation
Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant
Instruction and Assessment

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2016

Instructor Information
Name:
Email:
Office:
Office hours:

Module Information
Dates: August 29, 2016 – December 9, 2016
Days: Monday Seminar (August 29, 2016 - November 14, 2016)
Times: 5:00 – 6:45
On-Campus Location:
School-Site Location:

Sequence Description
During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification. Candidates will work with their Co-teacher two days per week while being supervised at the school site by their Internship Coach. Monday night seminars will be held on campus and lead by a Loyola University Instructor. This sequence also prepares candidates for the required edTPA project they will complete during their student teaching in Sequence 8. Candidates will compose a pilot edTPA project. Candidates will administer, analyze, and reflect upon an assessment. This sequence will better prepare candidates for independent work by also discussing components of the Teacher Performance Assessment (edTPA).   Where TLSC 360 will represent the academic content required of candidates, TLSC 370 will guide the fieldwork experience required by that work through on-site observation, feedback and reflection focusing heavily on professionalism in teaching and disposition. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Goals

Essential Questions:

- How does my knowledge and understanding of my students impact my assessment development and implementation?
- How do my curriculum and instruction choices impact the classroom environment?
- How does my use of data support student success?
- How does my formal and on-going reflection on the impact on my students' learning aid in my development as a professional educator?

As a part of this module, 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.

- Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students.

- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).

- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
    - **EU1 S7** Apply strategies that recognize and account for students' prior knowledge and also address gaps in students' skills required for knowledge attainment. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I)
    - EU2 S8 Provide students opportunities to develop and utilize collaborative communication, problem-solving and work skills. (4C, 4K, 4N, 5I) (IB)
    - EU4 S7 Maintain student records with appropriate confidentiality. (7P, 9J)

- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.

- Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving.
    - **EU3 S9** Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5L, 5I, 5M, 5Q, 5S, 8N) (IB)
    - EU6 S10 Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (2K) (IB)
    - EU6 S11 Use resources and multiple representations of content effectively, including technology, to enhance student learning. (2I, 2J, 2L, 2M, 2O) (IB)
    - **EU7 S6** Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)

- Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs.
    - **EU3 S10** Adjust teacher's role in the instructional process as instructor, facilitator, coach, or audience in relation to content and purposes of instruction and needs of students. (5K) (IB)
    - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
    - **EU3 S16** Adjust plans on the basis of demographic and instructional data to maximize alignment of goals, content, assessments, instruction, and resources. (1H, 3J, 5P) (IB)
    - **EU3 S18** Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M, 5J, 5P) (IB)
    - **EU4 S5** Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)

- Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families.
  - **EU6 S12**Reflect and analyze past lessons to improve in the future. (9K) (IB)
  - **EU2 S9**Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J)

- Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion.
  - **EU9 S6**Evaluate personal instructional style, use of technology, and collaboration to promote learning, curiosity, and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)
  - **EU9 S8**Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (1C; 4N (i.e., students with special needs, ELL, gifted). (5M, 5N, 8I, 8O, 8S, 9K, 9N) (IB)

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:

- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field
- Acquiring skills in working with others as a member of a team

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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. The specific disposition or dispositions for this course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (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)
- **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.
- **D17** demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

TLSC 360/460 Disposition Rubric		
UNACCEPTABLE	ACCEPTABLE	TARGET
D4: Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.		
Candidates passively participate in collaborative relationships with peers and co-teacher educators focused on enhancing student learning and development	Candidates take on leadership role when working with peers or co-teachers while engaging in collaborative relationships beyond their immediate colleagues to promote student learning and development	Candidates organize opportunities to engage in and lead collaborative efforts with a variety of stakeholders (i.e. students, teachers, administrators, family, community) to enhance learning and development of students
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		
Candidates implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and reflect upon their actions for their own purpose but do not encourage others to do the same	Candidates question the biases of others, encourage others to implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and serve as a role model to others	Candidates lead an effort that promotes respect, fair-mindedness, empathy, and ethical behavior toward all learners so as to change the school-wide culture related to student learning and development
D12: Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students		
Candidates make statements that limit students or are inconsistent in establishing high expectations for all learners or design and implement instruction that challenges select students	Candidates design and implement instruction that challenges students to reach high expectations and create environments that promote opportunities for self-determination	Candidates lead an effort to promote opportunities and support others in facilitating goal setting and self-determination for students on a grade or school wide level
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		
Candidates are inconsistent in developing and implementing instruction that is differentiated to meet the needs of all learners or resist the use of strategies that would benefit learners needing support	Candidates create opportunities to engage all students by differentiating instruction to meet the needs of each learner and consistently evaluate their practice and collaborate with others to ensure success for all students	Candidates advocate for the use of differentiated instruction to meet the needs of each learner during grade level team meetings
D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.		
Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities; do not respond to faculty communication	Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities; proactively communicate to faculty and others directly impacted about potential issues	Candidates report to class or field sites early, are dressed in professional attire, are prepared for course activities, and take advantage of additional opportunities to engage with the sites; proactively communicate to faculty and

concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students	of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve issue independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	others directly impacted about potential issues of attendance, participation or assignments, and take ownership of resolving issues independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

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
Below 62% F

Attendance:

- Arrive promptly and maintain excellent attendance records. (See attendance form) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your instructor and co-teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your Instructor, Coach and Co-teacher(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 day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.
- Reference TLLSC Internship Handbook for more detailed information regarding attendance and notification policies.

Module Assignments

- *Module Participation: 20% of final grade*
  - Candidates are expected to consistently and actively participate in all class activities and discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. Candidates must establish a schedule with their co-teacher and arrive on time and stay for the duration of the session. Candidates must document their time using the attendance form provided and submit the form to their University Coach at the conclusion of their module. Seminar sessions will build directly on assigned readings and field experiences; candidates must come to class having read all assigned texts and articles, as well as completing a reflective journal each week.

- *Teaching Evaluations: 50% of final grade*
  - Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 3 formative teaching evaluations and 1 summative evaluation to take place on an approximately bi-weekly basis. Candidates must submit a written lesson plan analysis (see template) to their Coach and Co-Teacher no later than 24 hours prior to each observation via email **AND** LiveText. Formative evaluations will be averaged to represent one half of this percentage while the summative evaluation will reflect the other half. Evaluations should be signed by participants and uploaded to LiveText by University Coach.

- *Weekly Reflections: 20% of final grade*
  - Candidates will write weekly reflections of a full page in length. Reflections should focus on course topics, readings, discussions, and field experiences in response to prompts given in class. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Submit via LiveText.

- *Summative Assessment: 10%*
  - Candidates will complete and submit the practice edTPA project as outlined by their TLSC **360** instructor. Candidates must work to obtain proper consent at the very start of their experience for the group of students they will work with. Candidates will discuss with their co-teacher immediately as to what content material they should focus on implementing based on the timeline for the assignment and use that discussion as a basis for writing goals and objectives and building assessments. Rubric in LiveText

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Module Reference Books

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. &McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

Tentative Module Seminar Schedule

Week Seminar Meets	Focus	Readings/Assignments	Assignment Due
August 29th			• Download, Duplicate and Distribute edTPA consent
September 5th	Labor Day- No Seminar		• Internship Information Form • Reflection
September 12th			• Reflection
September 19th			• Reflection
September 26th			• Reflection **(All edTPA consents OBTAINED)**
October 3rd			• Reflection
October 10th	Fall Break- No Seminar		
October 17th			• Reflection
October 24th			• Reflection
October 31st			• Reflection
November 7th			• Reflection
November 14th			
PLC	CONTINUE ON SITE		• Reflection
PLC	CONTINUE ON SITE		• Reflection
PLC	CONTINUE ON SITE		• Reflection

DCFS Mandated Reporter Training:

As a teacher, you will be a mandated reporter of child abuse in the State of Illinois. In order to understand this role, you will need to complete an online training module that is provided by the state. It will take you approximately 60 to 90 minutes to complete and you will receive a certificate of completion. This certificate is to be uploaded to LiveText under your TLSC 360 course. Please print the certificate and keep it for your records. Here is the link to the module:

https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=D67FA56FC88615C0F4B772600B71A8EC

Conceptual Framework Standards

Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago, School of Education's Conceptual Framework (http://www.luc.edu/education/mission/**) emphasizes action and impact through education.**

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

Diversity

This module calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

Technology

Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. 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.

University Policies and Information

Academic Honesty: www.luc.edu/education/syllabus-addendum/

Accessibility: www.luc.edu/education/syllabus-addendum/

Conceptual Framework: www.luc.edu/education/syllabus-addendum/

EthicsLine Reporting Hotline: www.luc.edu/education/syllabus-addendum/

Electronic Communication Policies and Guidelines: www.luc.edu/education/syllabus-addendum/