



ECSE Sequence 7

**TLLSC 370: Designing and Implementing Relevant Assessment and Instruction:
Teacher Performance Assessment (edTPA) Preparation**
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2016

Instructor Information

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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: Mundelein 307

School-Site Location: Per student

Sequence Description

During this rigorous module, ECSE candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow ECSE candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher ECSE candidates should know and be able to do prior to student teaching and prior to certification. ECSE 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 ECSE candidates for the required edTPA project they will complete during their student teaching in Sequence 8. ECSE candidates will compose a pilot edTPA project. ECSE candidates will administer, analyze, and reflect upon an assessment. This sequence will better prepare ECSE candidates for independent work by also discussing components of the Teacher Performance Assessment (edTPA). TLLSC 370 will represent the academic content required of ECSE candidates and 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, ECSE 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, ECSE candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
 - **EU1 S7** Apply strategies that recognize and account for students' developmental levels, prior knowledge and also address gaps in students' skills required for knowledge attainment, as well as individualizing for children with special needs. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I) (IL ECSE 1I, K; 2H-L, 4A-H, U-Y; 6G, 7E-J)
 - **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)
 - Develop integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: language and literacy (English language arts); mathematics (IL ECSE 3I-P); science (IL ECE 5E-L); health, safety, nutrition, and movement (physical development and health) (IL ECE 6G-K); art, music, and drama (fine arts) (IL ECE 7G-K); and social science (IL ECE 1A-E; 2J-R) IL ECSE 1C,D,G,H; 4J-M, N-T)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity, including assessment, intervention, instruction, and individualized program planning for children with special needs and their families (IL ECE 9E-I) (IL ECE 12H) (IL ECSE 2N, 3G, H; 3F, 6E, H-K; 8D-L, N-P).
- Develop positive working relationships with families and address family needs and priorities within the context of inclusive educational and specialized service planning and delivery (IL ECE 15D-I) (IL ECSE 2M; 11 I,K-M, 8M, 9K-S, X)

- Develop and maintain healthy, supportive, and inclusive learning environments and maintain and organize materials, instruction, and assessment practices so as to avoid bias or exclusion (IL ECE 8J-N; 10D-I) (IL ECE 11G-K; 13J-L) (IL ECSE 5A, G-K, 6B-D; 11T-V)
- Work effectively serving and advocating for children of a variety of age levels, including applying current practices, and understanding of issues, trends, legislation, local and broader policy and the unique features and roles of early childhood educators (IL ECE 16G, 17F-M)
- 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) (IL ECE 4C, D, 13E-I)
 - **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, including using technology to support and deliver instruction and meet individual needs. (4L) (IB) (IL ECSE 4I, 6F)
- 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) (IL ECE 11L, 12E-J) (IL ECSE 5M)
 - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB) (IL ECE 14F-M)
 - **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) (IL ECSE 11S)
 - **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** Collaborate and reflect and analyze past lessons to improve in the future including beyond the school. (9K) (IB) (IL ECE 15C, J 15K, 16F)
 - **EU2 S9** Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J) (IL ECSE 10A-F)
 - Reflect on ethical practices with all children and families (IL ECSE 11W)
- 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). (II ECE 5M, 5N, 8I, 8O, 8S, 9K, 9N, 16H, I) (IB) (IL ECSE 5L; 9U-V)

TLSC 370 is aligned with the following NAEYC Standards for Initial Professional Preparation

- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in young children’s development and learning.
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.
- 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.
- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c. Using broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d. Reflecting on own practice to promote positive outcomes for each child.

TLSC 370 is aligned with the following CEC Standards for beginning special education professionals. A more specific alignment to indicators may be found in the TLSC 380 core assessments (Student Teaching Evaluation and Professional Portfolio):

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 3.0 Beginning special education professionals use knowledge of specialized curricula to individualize learning for individuals with exceptionalities.
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the professions.
- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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) (1B)
- **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) (1B)
- **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 370 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.		
ECSE candidates passively participate in collaborative relationships with peers and co-teacher educators focused on enhancing student learning and development	ECSE 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	ECSE 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		
ECSE candidates implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and reflect upon their	ECSE candidates question the biases of others, encourage others to implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior	ECSE candidates lead an effort that promotes respect, fair-mindedness, empathy, and ethical behavior toward all learners so as to change the school-

actions for their own purpose but do not encourage others to do the same	toward all learners and serve as a role model to others	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		
ECSE 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	ECSE candidates design and implement instruction that challenges students to reach high expectations and create environments that promote opportunities for self-determination	ECSE 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		
ECSE 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	ECSE 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	ECSE 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.		
ECSE 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 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	ECSE 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 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	ECSE 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 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) ECSE 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 ECSE Internship Handbook for more detailed information regarding attendance and notification policies.

Module Assignments

- **Professionalism and Participation: 10% of final grade**
 - ECSE candidates are expected to consistently and actively participate in all class activities and discussions. Since much of this module takes place in a school, ECSE candidates are expected to dress and act professionally. ECSE candidates must establish a schedule with their co-teacher and arrive on time and stay for the duration of the session. ECSE 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; ECSE candidates must come to class having read all assigned texts and articles, as well as completing a reflective journal each week. Participation will make up 10% of your final grade for this course and be determined using the following common rubric:

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.

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

- **Teaching Evaluations: 50% of final grade**
 - **Formal Evaluations (completed in person by TLSC 370 coach):** ECSE 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. ECSE 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.

- **Video Evaluations (completed by the candidate and submitted to Box folder in peer evaluation groups):**
 - You will submit five video recordings of lessons from your Sequence 7 classrooms for evaluation. You will select which videos to upload, but keep in mind that they must be spread out over the sequence, since the point of these videos is to receive feedback on your instruction and to make continual progress. At this point in your program, however, you have the responsibility for communicating with your mentor teacher, getting consent forms completed, developing a timeline for submitting your videos, and uploading them to Box. The start date for your videos should be no later than Week 5 of the Sequence. Videos should be submitted, at most, two weeks apart but can be submitted more frequently. Also note that the final video should come from the concluding weeks of the sequence and demonstrate the progress you have made over the course of the term. No more than one clip can come from your practice edTPA.
As in previous sequences, you will create peer feedback groups and rate each other. You will be evaluated using the pre-K CLASS by your TLSC 370 coach with the expectation that you make progress over the course of the sequence. Response to feedback should be evident in your subsequent videos. Within your peer feedback groups, your responsibility is to use the language of CLASS to provide feedback but also to move beyond CLASS and provide feedback on the aspects of instruction assessed via edTPA. Create Box folders for your videos and share those folders with your peer groups, TLSC 370 coach, and Dr. Kennedy.
- **Weekly Reflections: 10% of final grade**
 - ECSE candidates will write weekly reflections using prompts given by Internship Coach. 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.
- **Special Education Practice edTPA Project: 30% of final grade**
 - ECSE candidates, with the support of their cooperating teacher, TLSC 370 University Coach, and CIEP M44 instructor, will plan, instruct, assess and analyze a 3-5 day individualized unit for ONE child in the edTPA format. edTPA handbooks and response templates will guide the design of this unit and are located in Sakai. The lesson plans submitted must use the ECSE lesson plan template contained in Sakai. ECSE candidates must work to obtain proper consent at the very start of their experience for the student with whom they will work. ECSE candidates must immediately discuss with their co-teacher potential candidates for the assignment and a timeline for completion, using that discussion as a basis for writing goals and objectives and building assessments.
 - This project will be submitted to LiveText (where the project rubric is also located), including all components (All task write-ups, videos, supporting documents and artifacts), just as it is submitted for the final edTPA in Sequence 8. The Sequence 7 edTPA is also submitted to Box via a folder created by the candidate. Share this folder with your TLSC 370 instructor, your TLSC coach, and Dr. Kennedy. Candidates will receive training in edTPA during Monday seminars and support in developing the project from their CIEP M44 course instructor. The CIEP M44 instructor provides ongoing feedback, the TLSC 370 coach provides information and on-site guidance and evaluates the finished product at the end of the term.
- **Summative Assessment: 10%**
 - The Summative Assessment for Sequence 7 is the edTPA Context for Learning that you will submit as part of your final edTPA in Sequence 8. You will respond to instructor feedback from Sequence 7 to improve the Context for Learning from your practice edTPA, submitting the improved version as your summative

assessment in Sequence 7, thus giving you a head start on edTPA for the spring. This section must meet the expectations for Level 4 or 5 on the corresponding edTPA rubric(s) in order to earn full points.

Module Texts and Readings

- Stanford Center for Assessment, Learning, and Equity (September 2016). *edTPA Special Education Handbook*. Board of Trustees of the Leland Stanford Junior University.
- Stanford Center for Assessment, Learning, and Equity (Fall 2016). *Understanding rubric level progressions: Special Education edTPA*. Board of Trustees of the Leland Stanford Junior University.
- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press

SCHOOL OF EDUCATION POLICIES AND INFORMATION

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

This is a direct link to the following required statements

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml.

For additional academic policies and procedures refer

to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Conceptual Framework and 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.

The conceptual framework of the School of Education is ***Social Action through Education***. This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Our conceptual framework is described here: www.luc.edu/education/mission/. In TLSC 370, Conceptual Framework Standard 4 is assessed via your practice edTPA project. Please refer to the assignment description for the practice edTPA for further details.

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 practicum 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 practicum:

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

Diversity: This module calls on ECSE 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 ECSE candidates' understanding of diversity on multiple levels.

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:

www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

www.luc.edu/its/itspoliciesguidelines/index.shtml

EthicsLine Reporting Hotline

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](http://www.luc.edu/ethicsline) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico) www.luc.edu/ethicsline**

LiveText

Teacher ECSE candidates will 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. Here is the hyperlink for additional information about [LiveText](#).

Technology

Teacher ECSE candidates are expected to use technology in the preparation of their work for this practicum, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

University Policies and Information

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

This link directs students to the following statements

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