



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **TLLSC Sequence 1: Introduction to Teaching, Learning, and Leading With Schools and Communities**

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

School of Education, Loyola University Chicago

Fall 2018

### **Sequence 1**

Name: Dr. Castillo-Clark

Email: kcastilloclark@luc.edu

Office Hours: By appointment

### **Sequence 1 Information**

Dates: August 27 – November 17, 2018

Days: Tuesday, Thursday

Times: 9:20 AM – 12:20 PM

Room: LSC and site locations provided

### **Critical Dates**

TLSC 110:

Drop: 08/28/2018

A class dropped on or before this date will be deleted from your academic record.

Drop with Penalty: 09/07/2018

A class dropped on or before this date will appear on your transcript with a grade of W.

Drop with Greater Penalty: 09/14/2018

A class dropped on or before this date will appear on your transcript with a grade of WF.

TLSC 120:

Drop: 09/18/2018

A class dropped on or before this date will be deleted from your academic record.

Drop with Penalty: 10/12/2018

A class dropped on or before this date will appear on your transcript with a grade of W.

Drop with Greater Penalty: 10/26/2018

A class dropped on or before this date will appear on your transcript with a grade of WF.

TLSC 130:

Drop: 10/30/2018

A class dropped on or before this date will be deleted from your academic record.

Drop with Penalty: 11/09/2018

A class dropped on or before this date will appear on your transcript with a grade of W.

Drop with Greater Penalty: 11/16/2018

A class dropped on or before this date will appear on your transcript with a grade of WF.

## Module Descriptions

### **TLSC 110E Module Description**

Through this module, teacher candidates: (a) explore what the profession of teaching entails, (b) investigate the characteristics of effective collaborative relationships within and among schools, families, and communities, (c) recognize and reflect on the impact of personal beliefs and actions on teaching and learning in order to build capacity for respectful, fair-minded, empathetic and ethical conduct toward all learners, and (d) begin to develop their own personal understandings about what it means to carry out Loyola University Chicago School of Education's mission of professionalism in service of social justice in the school and the community.

### **TLSC 120E Module Description**

Through this module, teacher candidates: (a) observe and work with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen their understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learn about the cognitive and linguistic attainments of each developmental level, as well as the link between cognitive/language development and academic and broader developmental progress in diverse groups of children, and (c) deepen their understanding of the ways in which social, cultural, and environmental contexts might shape children's development and cognitive processing.

### **TLSC 130E Module Description**

Through this module, teacher candidates: (a) explore the characteristics and assets of the communities in which partner schools are embedded, (b) consider the role communities play in educating students, and (c) engage in professional discourse related to issues of social justice within the neighborhoods and communities in which partner schools are embedded.

## Sequence 1 Essential Questions

### **TLSC 110**

1. What does the profession of teaching entail?
2. What are the necessary knowledge, skills and dispositions of teachers?
3. How do collaborative relationships within and among schools, families, and communities' impact student learning?
4. What differences in learning and practice might be involved in working with students who have diverse learning needs (e.g. English language learners, and special needs)?

### **TLSC 120**

1. How do theories of cognitive development, psychosocial development, language acquisition and learning theories help teachers to understand and guide the nature of their interactions and pedagogical practices with students?  
How would educators go about gathering evidence of these theories in birth to grade 12 settings?
2. Why are the key components and principles of information processing theory critical for educators to understand?  
How would educators go about utilizing this theory in birth to grade 12 settings?
3. How can observational evidence of the physical characteristics, communication skills, linguistic development, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings?
4. How is children's cognitive and linguistic development influenced by social-cultural and environmental contexts (e.g., culture/ethnicity, family, community)?

### **TLSC 130**

1. What/who comprises a community?
2. How are schools, communities and universities united in the effort of educating all students?
3. What are the funds of knowledge in the Edgewater/Rogers Park community and how are they valuable to schools and student learning?

### **Sequence 1 IDEA Objectives**

*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.*

### **TLSC 110**

1. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
2. Learning to apply knowledge and skills to benefit others or serve the public good.

### **TLSC 120**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Acquiring skills in working with others as a member of a team.
3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

### **TLSC 130**

1. Learning how to find, evaluate, and use resources to explore a topic in depth.
2. Learning to apply knowledge and skills to benefit others or serve the public good.
3. Acquiring skills in working with others as a member of a team
4. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

### **Essential Understandings, Dispositions, Knowledge and Skills**

As a part of Sequence 1, candidates will understand that effective educators:

- reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups. (EU 1)
- engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students. (EU 2)
- utilize information from theories and related research-based practices when making decisions and taking action in their professional practice. (EU 10)
- hold high expectations and build on the assets of diverse students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, gender identity). (EU 7)
- apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. (EU 6)

### **Assessed and Addressed EU - Knowledge and Skill Indicators**

As a part of this module, candidates will:

- *EU1K6*: Recognize the history, structure, politics, economics, values, needs, etc. of schools and their surrounding communities. (h1A)
- *EU1K11*: Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities. (a1A)
- *EU2K1*: Identify conditions and contextual factors necessary for successful collaboration. (3F, 4B, 8A, 8B) (IB)

- *EU2K2*: Explain the benefits for students, schools and communities of effective internal (e.g. teacher-teacher, teacher-support personnel, teacher-administrator) collaborative relationships. (c1F, h1E, h1F) (IB)
- *EU2K4*: Explain the benefits for students, schools and communities of effective external collaborative relationships (e.g. school-family, school-community, and service-learning). (c1F, h1A, h1E) (IB)
- *EU2K5*: Explain the role of families and communities in supporting students' academic achievement and effective schools. (3F, 4B, 8A, 8D, 8E)
- *EU2S5*: Communicate with and engage community organizations in opportunities that enrich student learning. (h2K, i2F)
- *EU6K4*: Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (b1E, b1H) (IB)
- *EU6K5*: Describe strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (b1C) (IB)
- *EU7K1*: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (a1A) (IB)
- *EU7K9*: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
- *EU7S11*: Utilize asset mapping to outline the resources of students, families, and communities. (h1A, h2K) (IB)
- *EU10K1*: Describe relevant core concepts and constructs from theories and research related to specific TLLSC EUs and EU indicators. (a1C, b1G, c1A, e1A, e1E, e1F, g1B, g1F) (IB)
- *EU10K2*: Describe the relevant working principles from theories and research related to specific TLLSC EUs and EU indicators. (b1A, b1B, b1C, b1G, d1A, e1B, f1C, g1A, g1C) (IB)
- *EU10K3*: Explain how relevant core concepts and constructs from theories and research relate to specific TLLSC EUs and EU indicators. (a1C, b1G, c1A, e1A, e1E, e1F, g1B, g1F) (IB)
- *EU10K4*: Explain how relevant working principles from theories and research relate to specific TLLSC EUs and EU indicators. (b1A, b1B, b1C, b1G, d1A, e1B, f1C, g1A, g1C) (IB)

### **English as a Second Language (ESL) Endorsement**

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

1.B Language Acquisition and Development – The competent ESL teacher understands and applies theories and research in first and second language acquisition to support his or her ELs' English language and literacy development across content areas.

5.C Partnerships and Advocacy with Families – The competent ESL teacher:

1. i) demonstrates understanding of the benefits of multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful.
2. ii) demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families.

### **Sequence One Disposition Assessment**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. Below are the dispositions assessed in this course. The rubrics related to these dispositions in can also be found 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.

Disposition	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
D1: Demonstrating that teaching is a complex practice with inherently political and ethical implications.	Candidates engage in school or community activities that foster change that promotes equity and takes actions related to the ethical guidelines related to the profession	Candidates consistently communicate through writing or orally that the profession of teaching requires them to take both ethical and political stances in their practice, and describe actions of practice to fulfill this stance	Candidates can communicate through writing or orally that the profession of teaching requires them to take both ethical and political stances in their practice, and can communicate ethical guidelines related to the profession	Candidates make statements in writing or orally that indicate a failure to recognize the responsibilities that teachers have towards creating equitable environments or acting in ethical ways
D4: Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.	Candidates communicate ways in which they personally could participate in collaborative relationships or can provide examples of positive collaborative relationships from their observations	Candidates consistently communicate in writing or orally the importance of collaborative relationships in order to enhance student learning and development; consistently communicate the importance of the role that teachers, administration, families, and communities play in student successes	Candidates make statements in writing or orally that reflect an awareness of and openness to collaboration and an awareness of the role that teachers, administration, families, and communities play in student successes	Candidates make statements in writing or orally that reflect a lack of openness to collaboration and a lack of awareness of the importance of the role that teachers, administration, families, and communities play in student successes
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 identify, challenge, and communicate in writing or orally their biases and the impact these can have on decisions and actions as related to students learning and development, and take actions to be fair-minded, empathetic and ethical towards students.	Candidates recognize and communicate through writing or orally that their decision making and biases can impact students learning and development and communicate how these biases could impact their decisions and practices	Candidates recognize and communicate through writing or orally that a teacher's decision making and biases can impact students learning and development	Candidates make statements in writing or orally that indicate a failure to recognize how their decision making and biases can impact students learning and development
D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.	Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus; initiate communication with faculty and others directly impacted when an issue of attendance,	Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus; respond to faculty communication concerning issues of attendance, participation or	Candidates occasionally report to class or field sites late, or fail to make up absences, occasionally are unprofessionally dressed or unprepared for class activities; occasionally do not respond to faculty communication concerning issues of	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

	participation or assignments arises, accept constructive feedback and initiate changes to improve performance; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	assignments within 48 hours, and accept constructive feedback; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	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	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
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### **Sequence 1 Summative Assessment**

This assignment will be completed during the final three weeks of the semester, as part of the Professional Learning Communities instructional time. However, the assignment will draw from your experiences and other assignments throughout the semester. The total Summative Assessment grade will be divided equally among each of the three modules. Therefore, your individual module grades will be finalized only once the Summative Assessment has been completed and evaluated. The Sequence 1 Summative Assessment will make up 10% of your final grade for each module and be determined using the common rubric available below, on the syllabus, and on LiveText.

You will write an essay in which you describe and reflect upon your developing understandings about the profession of teaching and the role of collaborative relationships in education. You should dedicate one section of the essay to each of the following prompts. Be sure to make reference to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included. Please access the APA style manual through Loyola libraries or online at <http://www.apastyle.org> or <https://owl.english.purdue.edu/owl/resource/560/01/>.

The essay question prompts and rubric for this assignment can be found in Live Text (Look in TLSC 130 course assignments).

Excluding the reference list, the paper should be between 1200-1500 words, double-spaced, 1” margins, 12-point font and submitted on LiveText.

### **Sequence 1 Participation Grades**

Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectfully and incorporate and build from others' ideas. Participation will make up 20% of your final grade for each module and be determined using the following common rubric.

**Sequence 1 (TLSC 110, 120, 130) Participation Grade Rubric**

	<b>Exceeds Expectations (5 pts)</b>	<b>Meets Expectations (4 pts)</b>	<b>Partially Meets Expectations (3 pts)</b>	<b>Does not meet Expectations (0 pt)</b>
<b>Professional Attitude and Demeanor Part I (1.000, 16%)</b>	Always prompt and regularly attend classes.	Rarely late to class and regularly attend classes (No more than 1 absence).	Sometimes late to class and regularly attend classes. (No more than 2 absences).	Often late to class and/or poor attendance of classes (More than 2 absences).
<b>Professional Attitude and Demeanor Part II (1.000, 16%)</b>	Always prepared for class with assignments and required class materials. Always prepared for teaching and working with students on site.	Rarely unprepared for class with assignments and required class materials. Rarely unprepared for teaching and working with students on site.	Often unprepared for class with assignments and required class materials. Often unprepared for teaching and working with students on site.	Rarely prepared for class with assignments and required class materials. Rarely prepared for teaching and working with students on site.
<b>Level of Engagement in Class (weight x2) (2.000, 33%)</b>	Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class. Regularly provides information from or cites course readings when participating in the classroom and small group discussions.	Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class. Occasionally provides information from or cites course readings when participating in the classroom and small group discussions.	Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions. Does not provide information from or cites course readings when participating in the classroom and small group discussions.	Never a willing participant. Never contributes to class by offering ideas or asking questions.
<b>Listening Skills (Weight x2)(2.000, 33%)</b>	Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.	Listens when others talk, both in groups and in class.	Rarely listens when others talk, both in groups and in class.	Do not listen or interrupt when others talk, both in groups and in class

**REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS**

Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one inch margins, word-processed in Times New Roman, 12-point font, and saved electronically. You must have the capability to produce the assignment again. Computer problems are not an excuse for late work.

Unless otherwise noted, all assignments should be submitted via LiveText.  
Uploaded files must be named using the following format: LastName\_AssignmentName.  
Example: Smith\_ ReflectiveJournalEntry1.

When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list, since these are course readings.

Other references should be cited where applicable, following American Psychological Association style guidelines (APA – 6th edition). Please access the APA style manual through Loyola libraries or online at <http://www.apastyle.org> or <https://owl.english.purdue.edu/owl/resource/560/01/>.

Written assignments will be graded for accurate mechanics and English grammar usage as well as thoughtful, pertinent, and clear content. Please take advantage of the Loyola Writing Center for assistance. <http://www.luc.edu/writing/>

***All written work should be handed in on the due date. Exceptions to this policy are rare and for extreme cases supported by documentation (e.g., doctor's note). If an emergency situation arises you must e-mail your instructor before the assignment is due. Technology issues do not count.***  
***Late work will be assessed penalties according to the following scale: 1 day = 10% deduction; 2 days late = 20% deduction; 3 days late = 30% deduction; 4 days late = 40% deduction any; five days late = 50% deduction. Assignments more than five days we will not be excepted.***

### **TLSC 110 Module Assignments**

*More detailed instructions, due dates and rubrics will be provided by your instructor.*

***Summative Assignment: 10% of final grade***

See above.

***Module Participation: 20% of final grade***

See above.

***Guided Reading Questions: 10%***

See Sakai.

***Reflective Journal: 50% of final grade***

You will complete two reflective journal entries in which you reflect on the following questions:

**Reflective Journal 1**

What are you learning about the role of teachers and other school professionals with regard to diversity of students and a mission of social justice? Use specific examples from the school site visits and your course readings to explain or support your thinking and ideas. Use proper APA citation when citing your text or other course resources.

**Reflective Journal 2**

What understandings are you gaining about the knowledge, skills, and dispositions needed for teaching? What new questions do you have regarding the profession of teaching? Use specific examples from the school site visits and your course readings to explain or support your thinking and ideas. Use proper APA citation when citing your text or other course resources.



Journal entries should be 500 words in length. Journal entries should make specific reference to site observations as well as meaningful connections to course readings and discussions. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

***Site Observation Log: 10% of final grade***

You will complete a site observation log for each of the school visits you make. In addition to classroom visits, the log will also document any panel discussions or meetings that take place with school professionals. You are expected to bring a copy of the Observation log to each school visit. A copy of the Observation Log and scoring rubric can be found in Resource area of Sakai.

**TLSC 120 Module Assignments**

*More detailed instructions, due dates and rubrics will be provided by your instructor.*

***Summative Assignment: 10% of final grade***

See above.

***Guided Reading Questions: 10% of final grade***

See Sakai.

***Module Participation & Theory Toolkit: 20% of final grade***

See above.

***Concept Papers: 15% of final grade***

You will write three short (500-600 words, double-spaced, 12 pt. font, typed) papers on information from specific readings during the course. These concept papers require that you think about concepts and related ideas from key developmental and learning theory perspectives introduced in course readings. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

Each paper will focus on a different theoretical concept:

*Candidates should submit separate concept papers for each of the following theories – Constructivist Theory, – Cognitive Theory, – Behaviorist Theory.*

Each paper must include three things:

- 1) A description (in your own words) of the concept you have chosen;
- 2) An analogy or metaphor describing the concept and appropriate related ideas; and
- 3) How the concept either applies to you as an individual or how you could apply the concept in your career as a teacher.

***Development Chart and Implications for Practice Project: 20% of final grade***

Over the course of the module, you will synthesize knowledge gained from assigned readings (about developmental theories, areas of development, and age-typical characteristics and observable milestones) as well as from site visits that highlight real world examples. The project will focus on birth through age 18 and on the following four key areas of development: language, socio-emotional, cognitive, and physical. The project is divided into two parts.

Part 1: At the start of the project, you will be provided with a developmental sequence chart template to work from that contains typical age-range characteristics and observable milestones for each area of development. To complete the chart,

you will add real-life examples from your class or personal observations that illustrate the characteristics and milestones. You will also include an explanation of the connection between the examples and the milestones. For instance, you might add a sentence like "This demonstrates that..." for each example.

Additionally, you will annotate the lists of characteristics and milestones and examples by adding statements that describe relevant theories, perspectives or other concepts presented in class readings and discussions. For instance, which theories or concepts are you reminded of in various sections of the chart?

Part 1 of the project is intended to prepare you to complete Part 2. You are encouraged to work collaboratively with your classmates on Part 1 of the project. Tips are also provided on Sakai to assist you. The chart will be submitted on LiveText.

Part 2: After completing the chart, you will select one age range and work *independently* to create an *Implications for Practice* application product. The format of the product is your choice, but the following objectives should be met:

- Clearly indicate the age range you have selected.
- Summarize major observable age-group milestones and characteristics across each of the four areas of development for the selected age range.
- Describe the implications for the information presented on the chart for your future teaching practice with that age range.
- Describe considerations you will give across different areas of development for English Language Learners in this age range.
- Describe what theories or perspectives will be useful in your own practice working with this age range and why you feel these are relevant.

You may choose the format of the product. Possible formats include, but are not limited to, a formal paper, a Prezi, a brochure, video, podcast, handbook for teachers or parents, etc. You are encouraged to discuss the format of the product with your professor before beginning Part 2 of this project. The product will be submitted on LiveText.

### ***Learning Theories Museum Exhibit Project 25% of final grade:***

You will work in groups of five for this project. You are a team of educational psychologists who are studying the role cultural institutions play in learning. You will select a specific exhibit or experience at your home museum and explain how it represents an educational experience through the lens of learning theories. You must provide a general explanation of how the exhibit or experience promotes learning and identify 3 or more aspects of the exhibit or experience that represent concepts, constructs, or elements of the learning theories you have studied during TLSC 120. You must describe the concept, construct or element and link it to a learning theory. (Keep in mind it is acceptable to draw on more than one learning theory or identify concepts, constructs or elements of different learning theories to complete this project.) Your group will produce either a brochure/ information page, web page, or 3-5 minute video as a product.

## **TLSC 130 Module Assignments**

*More detailed instructions, due dates and rubrics will be provided by your instructor.*

### ***Summative Assignment: 10% of final grade***

See above.

### ***Module Participation & Theory Toolkit: 20% of final grade***

See above.

### ***Guided Reading Questions: 10% of final grade***

See Sakai.

### ***Reflective Journal: 10 % of final grade***

You will complete a reflective journal entry in which you reflect on the following questions:

1. What and who comprise a community? What has influenced your thinking about the elements of community?
2. What are the funds of knowledge in the Edgewater/Rogers Park community? How are they valuable to student learning?

Journal entries should be 500 words or more in length. Journal entries should make specific reference to observations as well as meaningful connections to module readings and discussions. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

***Community Asset Investigation: 25% of final grade & Community Asset Reflection: 15% of final grade***

Teacher candidates will collaboratively complete a community asset investigation, which includes a community asset map of the resources related to their topic area, written report of their individual work, and individual reflections. In doing so, candidates will draw upon learning throughout the semester that has deepened understandings of issues that community members are influenced by (i.e., education, culture, religion, economics, housing, health, recreation, transportation, environment, politics).

***Community Study Presentation: 10% of final grade***

With their research team, teacher candidates will a web page that will incorporate the asset map that the group developed for their topic area and the information learned about each group member’s organization. The group will also give a presentation about the process and findings of their community asset investigation to an audience made up of peers as well as school and community stakeholders.

**Important Course Information**

**Required Sequence 1 Text**

Woolfolk, A. (2018). *Educational Psychology 14 ed.* ISBN: 0134774329

**DCFS Recognizing and Reporting Child Abuse: Training for Mandated Reporters:**

All teacher candidates must complete the mandatory training for recognizing and reporting child abuse. Candidates should complete the online training by the end of the first week of classes in TLSC 110. Candidates can access the training through the following URL: <https://mr.dcfstraining.org/UserAuth/Login!loginPage.action>. Candidates will receive a certificate that they must upload into LiveText to document they have successfully completed this required training.

**Live Text**

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.

**VIRTUS Training**

All candidates must complete VITRUS training in order to observe and work in Catholic schools. Candidates must register for and attend the mandatory VITRUS training. You will be provided instructions on how to complete the online registration as well as receive information of the location and time your section will complete the face-to-face VIRTUS training.

**Grading Scale for Sequence 1**

93% - 100%	A	87% - 89%	B+	77% - 79%	C+	67% - 69%	D+
90% - 92%	A-	83% - 86%	B	73% - 76%	C	63% - 66%	D
		80% - 82%	B-	70% - 72%	C-	62% and Below	F

## **School of Education 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. Our conceptual framework is described here: <http://www.luc.edu/education/mission/>

Specifically grounded in the overarching principles of *Social Action through Education*, this sequence focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

### **Diversity**

By focusing on the policy and practice in urban classrooms, this sequence 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).

## **Syllabus Addendum**

### **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.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

### **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](#).

### **University Policies and Information**

The University and the School of Education policy information regarding, Academic Honesty, Accessibility, Ethic Reporting Hotline, Electronic Communication Policies and Guidelines, and Conceptual Framework can be located through the following URL: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). Please read though these policies.