



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 2018

Instructor Information

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Module Information

Dates: August 27 – December 7, 2018

Days: Monday Seminar (August 27 - November 12, 2018)

Times: 5:00 – 6:45

On-Campus Location: Mundelein 620

School-Site Location: Multiple

Sequence and Module 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 continue their growth in the areas of planning, instruction, and assessment. They also reflect on what ECSE teacher candidates must know and be able to do prior to student teaching and to licensure. 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 led by the coach. This sequence focuses extensively on the required edTPA project candidates must complete during their student teaching in Sequence 8. ECSE candidates will develop a complete pilot edTPA project ("practice" edTPA) AND complete the Context for Learning and Task One for their actual spring 2018 edTPA during Sequence 7. 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.

Conceptual Framework

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.

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) (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.

To view the full disposition rubric for this module please go to go to your course in LiveText.

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 Texts and Readings

Stanford Center for Assessment, Learning, and Equity (September 2017). *edTPA special education handbook*. Board of Trustees of the Leland Stanford Junior University.

Stanford Center for Assessment, Learning, and Equity (Fall 2017). *Understanding rubric level progressions: Special Education edTPA*. Board of Trustees of the Leland Stanford Junior University.

Stanford Center for Assessment, Learning, and Equity (Fall 2017). *Making good choices: Special education edTPA*. Board of Trustees of the Leland Stanford Junior University.

All related ECSE program texts to help you develop your practice edTPA and summative assessment.

Module Assignments

Proprietary information redacted

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
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Assignments

Assignment	Due	Submitted	Points
Professionalism and Participation	NA	NA	10
Reflections	Weekly on ten Sundays beginning in Week 2 as indicated in course calendar	LiveText	20
Teaching Evaluations	Completed by TLSC 370 coach and cooperating teacher	LiveText	80
Teaching Videos, Lesson Plans and Feedback	As completed throughout the semester with Video 5 due by the end of Week 15	Upload videos to OneDrive. After peer feedback, upload video, feedback (in well-organized and labeled Word doc), and lesson plan into LiveText	20
Summative Assessment	Part 1: Documentation of Field Hours (5 pts) Part 2: Context for Learning and Task One for Final Spring edTPA due (15 pts)	LiveText	20

S7 SPED edTPA	Context for Learning: 9/30 Task One: 10/7 Task Two: 11/9 Tasks Three: 11/30	All submitted to LiveText	30
ECSE Portfolio – First Submission	By week 15, you must submit via LiveText: -the web address and password for your online portfolio in Taskstream (check to ensure you have access at https://eportfolio.luc.edu/eportfolio/login.htm) -Artifact forms for a minimum of 5 artifacts – at least one in 5 or more sections of the portfolio -Online portfolio artifacts for each artifact form	LiveText: Artifact forms Taskstream: Portfolio website and artifacts	25 20
TOTAL			200

School of Education Policies and Information

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>

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](#).

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. In particular, Sequence 7 focuses on the following CF Standard: 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.

University Policies and Information

IDEA Course Evaluation Link for Students

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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](#).

Syllabus Addendum Link

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

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Tentative Module Seminar Schedule

Redacted