



**LOYOLA
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Preparing people to lead extraordinary lives

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

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2019

Instructor Information

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Module Information

Dates: August 26, 2019 – December 6, 2019

Days: Monday Seminar (August 26, 2019 - November 11, 2019)

Times: 5:00 – 6:45pm

On-Campus Location: Mundelein Center, Room 303

School-Site Location: Varies

Sequence Description

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

Module Goals

Essential Questions:

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

As a part of this module, candidates will understand that effective educators:

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups.
- Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
 - **EU1 S7** Apply strategies that recognize and account for students' prior knowledge and also address gaps in students' skills required for knowledge attainment. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I)
 - **EU2 S8** Provide students opportunities to develop and utilize collaborative communication, problem-solving and work skills. (4C, 4K, 4N, 5I) (IB)
 - **EU4 S7** Maintain student records with appropriate confidentiality. (7P, 9J)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
- Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving.
 - **EU3 S9** Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5L, 5I, 5M, 5Q, 5S, 8N) (IB)
 - **EU6 S10** Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (2K) (IB)
 - **EU6 S11** Use resources and multiple representations of content effectively, including technology, to enhance student learning. (2I, 2J, 2L, 2M, 2O) (IB)
 - **EU7 S6** Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)
- Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs.
 - **EU3 S10** Adjust teacher's role in the instructional process as instructor, facilitator, coach, or audience in relation to content and purposes of instruction and needs of students. (5K) (IB)
 - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
 - **EU3 S16** Adjust plans on the basis of demographic and instructional data to maximize alignment of goals, content, assessments, instruction, and resources. (1H, 3J, 5P) (IB)
 - **EU3 S18** Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M, 5J, 5P) (IB)
 - **EU4 S5** Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)

- Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families.
 - **EU6 S12** Reflect and analyze past lessons to improve in the future. (9K) (IB)
 - **EU2 S9** Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J)
- Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion.
 - **EU9 S6** Evaluate personal instructional style, use of technology, and collaboration to promote learning, curiosity, and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)
 - **EU9 S8** Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (1C; 4N (i.e., students with special needs, ELL, gifted). (5M, 5N, 8I, 8O, 8S, 9K, 9N) (IB)

SmartEvals Course Evaluation for Students

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions Assessment:

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. 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.

Grading Policy & Scale:

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

- 93% - 100% A
- 90% - 92% A-
- 87% - 89% B+
- 83% - 86% B
- 80% - 82% B-

77% - 79% C+
73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
Below 62% F

Attendance:

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

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

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

● **Teaching Evaluations: 50% of final grade**

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

● **Weekly Reflections: 20% of final grade**

- Candidates will write weekly reflections of a full page in length. Reflections should focus on course topics, readings, discussions, and field experiences in response to prompts given in class. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Candidate must submit a screenshot of their attendance log with each reflection submission. Submit via LiveText.

● **Summative Assessment: 10%**

- Candidates will complete and submit the practice edTPA project as outlined by their TLSC **360** instructor. Candidates must work to obtain proper consent at the very start of their experience for the group of

students they will work with. Candidates will discuss with their co-teacher immediately as to what content material they should focus on implementing based on the timeline for the assignment and use that discussion as a basis for writing goals and objectives and building assessments. Rubric in LiveText

Module Reference Books

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

Conceptual Framework Standards

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

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

Diversity

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

University Policies and Information

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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***.