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 2020

Sequence 1 Instructor Information
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Office Hours: by Zoom please make an appointment

Sequence 1 Information (TLSC 110, 120, 130) section 001
Dates: Aug 24 - Nov 13
Days: MWF
Online Course
Synchronous Course Times: 8:10 AM – 9:00 AM
Asynchronous Scheduled on own time or with group members.

Required Sequence 1 Text
  Woolfolk, A. (2018). *Educational Psychology 14 ed.* ISBN: 0134774329

Critical Dates for Sequence 1 courses:
TLSC 110:
Drop: 08/26/2020 A class dropped on or before this date will be deleted from your academic record.
Drop with Penalty: 09/04/2020 A class dropped on or before this date will appear on your transcript with a grade of W.
Drop with Greater Penalty: 09/11/2020 A class dropped on or before this date will appear on your transcript with a grade of WF.
TLSC 120:
Drop: 09/16/2020 A class dropped on or before this date will be deleted from your academic record.
Drop with Penalty: 10/2/2020 A class dropped on or before this date will appear on your transcript with a grade of W.
Drop with Greater Penalty: 10/23/2020 A class dropped on or before this date will appear on your transcript with a grade of WF.
TLSC 130:
Drop: 10/25/2020 A class dropped on or before this date will be deleted from your academic record.
Drop with Penalty: 11/06/2020 A class dropped on or before this date will appear on your transcript with a grade of W.
Drop with Greater Penalty: 11/13/2020 A class dropped on or before this date will appear on your transcript with a grade of WF.

Communication Practices for Online Course
Communication Method(s)

A) General Class Questions:

Please post questions regarding the course in general (i.e., questions related to course assignments or directions, due dates, course materials, content in the course, etc.) in the Sakai Forum topic "Class Questions". You can create a new conversation and post your question. Please do this instead of sending me an e-mail. I will be checking this forum several times a week and responding. If you find an unanswered question in this forum and answer it correctly before I do, I will provide you with an extra credit point for each correctly answered question. However, please do not engage in gratuitous question asking and answering as I will cap all extra credit points at 5. The purpose of this is to help each other out and support each other.

B) Personal Matters:

If you have a personal matter that you want to discuss confidentially, please e-mail me at **densmin@luc.edu**. I will make every effort to reply to e-mails received M-Th within 24 hours, and within 48 hours for e-mails received F-SU.

C) Intellectual Property of Materials:

All materials posted on our Sakai site and used in this course are protected intellectual property and cannot be used or disseminated outside of this course without explicit permission of the instructor or owner.

Privacy for Online Course:

Respecting Others:

As we are a learning community, it is important that we respect each other's ideas, thoughts and experiences. Please be aware that people in our learning community may share personal experiences during class or online that are relevant to the course discussion. As a member of this community please show respect for what is said in class sessions and online. Please maintain confidentiality regarding your classmates' personal experiences and do not share them outside our class.

Zoom Recordings:

Synchronous class sessions via Zoom video conferencing software will be recorded but only made available to this class through the course Sakai site. If a Zoom class session is recorded and shared with other courses, as in the case of a guest speaker, the instructor will gain permission from students so that the recording can be shared with other classes or sections.

*School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis,* or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

 *COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

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. What are the professional teaching standards, what are the ethics of teaching, what are the technology standards?
4. How do collaborative relationships within and among schools, families, and communities' impact student learning?
5. 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?

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 their ELs' English language and literacy development across content areas.

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

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.

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 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, promotes equity, and takes actions related to the ethical guidelines related to the profession	Candidates consistently communicate, in 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, in 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 or do 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 and consistently communicate the importance of the role that teachers, administrators, 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, administrators, 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, administrators, families, and communities play in student successes
D8: Demonstrating how one's beliefs about diverse learners impacts 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, in 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, in 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 (online or in person) 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	Candidates report to class (online or in person) 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	Candidates occasionally report to class (online or in person) or field sites late, fail to make up absences, occasionally are unprofessionally dressed or unprepared for class activities; occasionally do not	Candidates repeatedly report to class (online or in person) or field sites late, fail to make up absences, are dressed unprofessionally, and/or are repeatedly unprepared for class activities; do not respond to faculty communication

directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance; and use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	attendance, participation or assignments within 48 hours and accept constructive feedback; and use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	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	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.

Sequence 1 Summative Assessment

This assignment will be completed during the final three weeks of the semester, as part of the Professional Learning Community 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 when 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 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 prompts. **The essay question prompts and rubric for this assignment can be found in Live Text (Look in TLSC 130 course assignments). Also attached at end of this syllabus.** Be sure to make reference to course readings (including citations), virtual 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/.

Excluding the reference list, the paper should be 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, come prepared for class with assignments and required class materials and readings completed, contribute constructively to the class and online discussions, integrate readings into class assignments and activities, listen respectively, respond to others post in forums respectfully and incorporate and build from and upon 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

	Exceeds Expectations (5 pts)	Meets Expectations (4 pts)	Partially Meets Expectations (3 pts)	Does not meet Expectations (0 pt)
Professional Attitude and Demeanor Part I (1.000, 16%)	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).

Professional Attitude and Demeanor Part II (1.000, 16%)	Always prepared for class with assignments and required class materials. Is actively engaged in asynchronous learning. Turns all assignments in on time.	Rarely unprepared for class with assignments and required class materials. Is engaged in asynchronous learning. Turns all assignments in on time.	Often unprepared for class with assignments and required class materials. Demonstrates limited engagement asynchronous learning. Sometimes turns assignments in late.	Rarely prepared for class with assignments and required class materials. Regularly Demonstrates poor engagement in asynchronous learning. Regularly turns assignments in late.
Level of Engagement in Class (Weight x2) (2.000, 33%)	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, small group, and Sakai forum 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, small group, and Sakai forum 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.
Communication Skills (Weight x2) (2.000, 33%)	Always listens when others talk, both in groups and in class. Incorporates or builds upon the ideas of others. Respectfully address classmates, both virtually and online, even when questioning classmates' ideas.	Listens when others talk, both in groups and in class. Respectfully address classmates, both virtually and online, even when questioning classmates' ideas.	Rarely listens when others talk, both in groups and in class. Does not respectfully address classmates, either virtually or online. Disregards classmates' ideas	Does not listen or interrupts when others talk, both in groups and in class. Does not respectfully address classmates, either virtually or online. Disrespects classmates' ideas.

REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one-inch margins, using 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 <u>before</u> 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 will not be accepted.*

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 for participation rubric

Guided Reading Questions and forum discussion: 20%
See Sakai Resources for chapter Guided Reading Questions. You will complete guide reading questions for each assigned chapter of the text. Your responses will be uploaded into a Sakai forum. Along with uploading your responses to questions you are responsible for responding to at least 3 of your classmates original posting. When responding to your classmates select one of their question answers and reply in a manner that helps extends the conversation of their thinking.

Reflective Journal Entries: 30% of final grade.
You will complete three reflective journal entries in which you reflect on readings, virtual classroom, Sakai Forum discussions and video observations. Read over the Reflective Journal Question Prompts and **use the question(s) that best align your most current readings, video observation focus, and discussions to guide you when writing your reflection**. The purpose of these questions is to guide your thinking and refection, they are not intended to be directly answered. It is best if you select two or three questions that best fit with your most current readings and observation focus to think about when writing your refection.

Reflective Journal Question Prompts
- What new insights and understandings are you gaining regarding the profession of teaching?

- What insights have you gained regarding the professional standards, ethics and technology standards for teachers?
- What new insights and understandings are you gaining regarding the knowledge, skills, dispositions, and roles of teachers?
- What new insights and understandings are you gaining regarding working with students who have special learning needs?
- What new insights and understandings are you gaining regarding working with students who are English Language Learners?
- What are you learning about the role of teachers and other school professionals regarding diversity of students and a mission of social justice?
- What new questions do you have regarding the profession of teaching?

It will help you to write a draft of your reflection then ask yourself questions like "*Why do I think this? Why is what I wrote important? Why do I feel this way about these things?*" Asking yourself these types of questions will engage you in a deeper reflection on your experiences and help you gain insight into your own thinking. Based on your answers you can then expand or deepen the final reflection you will turn in for a grade.

Journal entries should be 500-700 words in length. Journal entries should make specific reference to class and your own experiences 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). If quoting from a source use the following format: (Author, Date, Page Number). Provide full reference list for all in-text citations.

Video Observation Responses: 20% of final grade
You will complete video observation based on selected videos on Teaching Channel. In addition to completing the video observation, you will also complete observation logs and or observation questions. In the log you may be asked to document connections you have made between the readings, class discussions and what you have observed in the videos.

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 and forum discussion: 20%
See Sakai Resources for chapter Guide Reading Questions. You will complete guide reading questions for each assigned chapter of the text. Your responses will be uploaded into a Sakai forum. Along with uploading your responses to questions you are responsible for responding to at least 3 of your classmates original posting. When responding to your classmates select one of their question answers and reply in a manner that helps extends the conversation of their thinking.

Module Participation & Theory Toolkit: 20% of final grade
See above for participation rubric. Theory Tool Kit topics for each chapter can be found in Sakai Resources

Concept Papers: 10% of final grade
You will write three short (500-600 words, double-spaced, 12 pt. font, typed) papers on information from selected 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,), if quoting from a source use (Author, Date, Page Number). Provide full reference list for all in-text citations.

Each paper will focus on a different theoretical concept:

Candidates should submit separate concept papers that represent one of the learning theories (i.e., Constructivist Theory, Cognitive Theory, Social Cognitive Theory, and Behaviorist Theory.) Candidates can choose which theories to present in a concept paper but must complete three separate papers that represent three different theories.

Each paper must include three things:

1) Identify the theory and concept of the theory selected
2) A description (in your own words) of the concept you have chosen.
3) An analogy or metaphor describing the concept and appropriate related ideas; and
4) 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: **Developmental Chart:** *Small Group or Whole Class Assignment*

At the start of the project, you will be provided with a developmental sequence chart template to work from that organizes development across major domains (Language, Cognitive, Social-Emotional, and Physical) and broken bown into developmental age ranges. You will identify characteristics and observable milestones for each age range within each development domain. In addition, you will add real-life examples from class, video observations, personal observations, personal experiences, or create examples 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: **Implications for Practice Project:** *Individual Assignment*.

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, 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. All implications projects regardless of format must contain following objectives:

1) Clearly indicate the age range you have selected.
2) Summarize major observable age-group milestones and characteristics across each of the four areas of development for the selected age range.
3) Describe the implications for the information presented on the chart for your future teaching practice with that age range.
4) Describe considerations you will give across different areas of development for English Language Learners in this age range.

5) Describe what theories or perspectives will be useful in your own practice working with this age range and why you feel these are relevant.

The product will be submitted on LiveText.

Learning Theories Museum Digital or Virtual Experience Project 20% of final grade:
You will work in small groups 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 digital or virtual experience available from a cultural institution. You can use local cultural institutions in Chicago or choose a cultural institutions from around the nation or world.

You must provide a general explanation of how the digital or virtual experience promotes learning and identify 3 or more aspects of the digital or virtual experience that represent concepts, constructs, or elements of the learning theories you have studied during TLSC 120. You must describe the concepts, constructs or elements 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. The Product will be uploaded to LiveText.

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 for participation rubric, Theory Tool Kit Topics for each chapter can be found in Sakai Resources

Community Asset Walk Observation and Forum Discussion: 15% of final grade
Part 1: *Community Assest Walk Observation*
You will complete a community asset walk in your own community. In planning for this walk, you should think about covering about 2 miles of distance in your community where you can document the assets that are present. You will be provided with a community asset observation document to complete on your walk.

Part 2: *Forum Discussion Reflection*
After completing your walk and observation you will write a Sakai Forum post. The forum reflection post should be 500-700 words or more in length in which you reflect on your observations. The following question prompts can be used to help guide your reflection.
1. What and who comprise a community?
2. What assets exist in the community? What assets seem absent?
3. How do or might these assets benefit children, families, and schools?
4. How can funds of knowledge present in the community support student learning in schools?

Forum entries should make specific reference to observations as well as meaningful connections to module readings and discussions.

Community Asset Investigation Project: 25% of final grade

Candidates will work in small groups to collaboratively complete a community asset investigation and produce a website which includes:

1) An overview of the assigned Chicago public school, including information about demographics, performance, and partnerships.
2) A community asset map listing resources available in the local community.
3) A description of the group's project and overview of the process they used to do their investigation
4) Individual webpages that highlight the separate organizations investigated by each candidate
5) A page describing what steps could be taken to partner the school with the investigated organization.

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 Asset Reflection: 20% of final grade
Candidates will provide a thoughtful description and reflection on the process they engaged in for community asset mapping. Using a critical lens, candidate will reflect on their experience with the community asset investigation. Reflection will specifically address the following questions:

1. What is the value in engaging in asset mapping as a teacher?
2. As a teacher, how does understanding the school and community in which you teach help you think about instructional planning in your classroom?
3 How has engaging in this community investigation project redefined your view of a community?

Reflections should be 1500-2500 words or more in length. Writing 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). If quoting from a source use (Author, Date, Page Number). Provide full reference list for all in-text citations.

Community Assets Study Presentation: 10% of final grade
With their project groups, teacher candidates will give a presentation about the process and findings of their community asset investigation. Candidates will be prepared to answer questions about their product, the investigation and their experiences completing the assignment.

Sequence 1 Summative Assignment (10% of final grade)
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 refer to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included.

It is encouraged that you use the following questions to guide your refection, thinking and writing of the summative assessment

PART 1
- How have your understandings about teaching and the roles and responsibilities of teachers changed as a result of your experiences in this sequence?
- What are you learning about the knowledge, skills, and dispositions of educators across the various instructional settings you have visited with regard to diversity of students and a commitment to social justice?
- What are the implications for your future work as an educator?

PART 2
- How did the experiences during this sequence influence your understanding of the role of collaborative relationships in education?
- What impact does the school community as well as the larger community have on the educational environment of a school and student learning?
- What are the implications for your future work as an educator?

Excluding the reference list, the paper should be about 1200-1500 words, double-spaced, 1" margins
11-12-point font and submitted on LiveText.

Rubric for Sequence 1 Summative Assessment

	Exceeds Expectations 5 points	Meets Expectations 4 Points	Partially Meets Expectations 3 points	Does Not Meet Expectations 2 points	Does not complete assignment 0 points
Part 1: Teacher Roles, Responsibilities, Knowledge, Skills, and Dispositions **Points x 2**	Candidate thoughtfully and concretely considers his/her future role and responsibilities as a teacher. Candidate thoughtfully reflects on the following: essential knowledge, skills, dispositions of educators who work with diverse groups of students and who demonstrate a commitment to social justice. Essay makes relevant	Candidate considers his/her future role and responsibilities as a teacher both in general and specific terms. Candidate reflects on the essential knowledge, skills, and dispositions of educators, with some consideration given to working with diverse groups of students and to demonstrating a commitment to social justice. Essay makes connections to sequence	Candidate considers his/her future role and responsibilities as a teacher both in general terms. Candidate reflects on at least some of the following but not all of the following the essential knowledge, skills, and dispositions of educators, with some consideration given to working with diverse groups of students and to demonstrating a commitment to social justice.	Candidate does not adequately consider his/her future roles and responsibilities as a teacher. Candidate does not consider the essential knowledge, skills, and dispositions of educators who work with diverse groups of students and who demonstrate a commitment to social justice. Essay makes little to no connection to sequence experiences. Essay contains little to no	

	connections to sequence experiences readings and class discussions by using specific examples. Essay demonstrates deep reflective thinking about candidate's own learning including specific instances of learning	experiences and readings. Essay demonstrates reflective thinking about candidate's own learning.	Essay makes limited connections to sequence experiences and readings. Essay demonstrates limited reflective thinking about candidate's own learning.	reflection on candidate's own learning.	
Part 2: Collaborative Relationships and Activities **Points x 2**	Candidate provides a thoughtful and reflective assessment of how course experiences have affected his/her understanding of the role of collaborative relationships in education. Specific examples from course experiences are used to discuss the impact of both the school community and the larger community on the educational environment of a school and student learning. Implications for future work are thoughtfully and concretely discussed.	Candidate provides an assessment of how course experiences have affected his/her understanding of the role of collaborative relationships in education. Examples from course experiences are used to discuss the impact of either the school community or the larger community on the educational environment of a school and student learning. Implications for future work are discussed	Candidate offers little to no assessment of how course experiences this semester have affected his/her understanding of the role of collaborative relationships in education. Candidates gives vague statements about implications for future work or not clearly outlined.	Candidate offers little to no assessment of how course experiences this semester have affected his/her understanding of the role of collaborative relationships in education. Candidate does not provide statements about implications for future work.	
Writing	Writing is clear, with proper word choice and correct grammar and mechanics employed. Writing is skillful. Highly relevant and	Writing is understandable, with mostly correct word choice, grammar and mechanics. Writing is average. References are	Writing is understandable; however, errors are present with word choice, grammar and mechanics. Writing is average. Some references	Writing is poor and message is not clearly communicated. Poor word choice, improper grammar and mechanics. References are not	

appropriate references are made to course readings (including citations), site visits, class discussions and experiences. A reference list is included with no APA format errors	made to course readings (including citations), site visits, class discussions and experiences. A reference list is included with minor APA format errors	are made to course readings (including citations), site visits, class discussions and A reference list is not included or is not in APA format.	included or are not appropriately selected. A reference list is not included or is not in APA format.	

Important Course Information

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.

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.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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).

Loyola University Chicago School of Education
Syllabus Addendum

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.
https://www.luc.edu/course-evaluations/

- 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.*