



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

**TLLSC 370: Designing and Implementing Relevant Assessment and Instruction:
Teacher Performance Assessment (edTPA) Preparation
ECSE 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 2020

Instructor Information

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Module Information

Dates: August 24, 2020 – December 6, 2020

On-Campus Location: On-line-synchronous session for bi-weekly meeting

School-Site Location: On-line- asynchronous

Virtual Office Hours: Open- can be either synchronous or asynchronous depending on need/issue(s)

Responsiveness: [Describe what students can expect from the instructor in terms of replies to email messages and response time to online communication, blogs, assignments....]

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

Sequence and Module Description

Please note: this description reflects a typical Sequence 7 semester. Changes will be made in order to respond to the needs of internship sites, coaches, and candidates given the changing context of fall 2020.

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 by their Internship Coach. Monday night seminars will be held on-line and will be led by the Internship 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 semester edTPA during Sequence 7. TLSC 370 will represent the academic content required of ECSE candidates and will guide the fieldwork experience required by that work through virtual observation, feedback and reflection focusing heavily on professionalism in teaching and disposition. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Goals

Essential Questions:

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

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

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups.
- Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students.

- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Create and support safe and healthy learning environments for all students.

As a part of this module, ECSE candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
 - **EU1 S7** Apply strategies that recognize and account for students' developmental levels, prior knowledge and also address gaps in students' skills required for knowledge attainment, as well as individualizing for children with special needs. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I) (IL ECSE 1I, K; 2H-L, 4A-H, U-Y; 6G, 7E-J)
 - **EU2 S8** Provide students opportunities to develop and utilize collaborative communication, problem-solving and work skills. (4C, 4K, 4N, 5I) (IB)
 - **EU4 S7** Maintain student records with appropriate confidentiality. (7P, 9J)
 - Develop integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: language and literacy (English language arts); mathematics (IL ECSE 3I-P); science (IL ECE 5E-L); health, safety, nutrition, and movement (physical development and health) (IL ECE 6G-K); art, music, and drama (fine arts) (IL ECE 7G-K); and social science (IL ECE 1A-E; 2J-R) IL ECSE 1C,D,G,H; 4J-M, N-T)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity, including assessment, intervention, instruction, and individualized program planning for children with special needs and their families (IL ECE 9E-I) (IL ECE 12H) (IL ECSE 2N, 3G, H; 3F, 6E, H-K; 8D-L, N-P).
 - Develop positive working relationships with families and address family needs and priorities within the context of inclusive educational and specialized service planning and delivery (IL ECE 15D-I) (IL ECSE 2M; 11 I,K-M, 8M, 9K-S, X)
 - Develop and maintain healthy, supportive, and inclusive learning environments and maintain and organize materials, instruction, and assessment practices so as to avoid bias or exclusion (IL ECE 8J-N; 10D-I) (IL ECE 11G-K; 13J-L) (IL ECSE 5A, G-K, 6B-D; 11T-V)
 - Work effectively serving and advocating for children of a variety of age levels, including applying current practices, and understanding of issues, trends, legislation, local and broader policy and the unique features and roles of early childhood educators (IL ECE 16G, 17F-M)
 - Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving.
 - **EU3 S9** Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5L, 5I, 5M, 5Q, 5S, 8N) (IB)
 - **EU6 S10** Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (2K) (IB) (IL ECE 4C, D, 13E-I)
 - **EU6 S11** Use resources and multiple representations of content effectively, including technology, to enhance student learning. (2I, 2J, 2L, 2M, 2O) (IB)

- **EU7 S6** Implement culturally responsive practices that support the unique learning needs of all students, including using technology to support and deliver instruction and meet individual needs. (4L) (IB) (IL ECSE 4I, 6F)
- Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs.
 - **EU3 S10** Adjust teacher's role in the instructional process as instructor, facilitator, coach, or audience in relation to content and purposes of instruction and needs of students. (5K) (IB) (IL ECE 11L, 12E-J) (IL ECSE 5M)
 - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB) (IL ECE 14F-M)
 - **EU3 S16** Adjust plans on the basis of demographic and instructional data to maximize alignment of goals, content, assessments, instruction, and resources. (1H, 3J, 5P) (IB)
 - **EU3 S18** Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M, 5J, 5P) (IB) (IL ECSE 11S)
 - **EU4 S5** Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)
- Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families.
 - **EU6 S12** Collaborate and reflect and analyze past lessons to improve in the future including beyond the school. (9K) (IB) (IL ECE 15C, J 15K, 16F)
 - **EU2 S9** Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J) (IL ECSE 10A-F)
 - Reflect on ethical practices with all children and families (IL ECSE 11W)
- Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion.
 - **EU9 S6** Evaluate personal instructional style, use of technology, and collaboration to promote learning, curiosity, and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)
 - **EU9 S8** Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (1C; 4N (i.e., students with special needs, ELL, gifted). (IL 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.

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.

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](#).

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: THIS SECTION WILL BE MODIFIED TO REFLECT CHANGE TO REMOTE LEARNING (SEE PARTICIPATION BELOW)

- 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.
- Candidates will lose points or a letter grade, or receive a failing grade for TLSC 370 due to attendance issues.

Module Assignments

- **Professionalism and Dispositions:** 10%
 - Candidates will be rated on dispositions at the end of the term. Candidates who Meet or Exceed Expectations on the S7 dispositions will receive full points for this portion of professionalism. In particular, candidates are expected to move beyond requiring supports that have been reduced from earlier sequences. As candidates, you must:
 - Maintain consistent **and timely** communication with your coach and classroom mentor teacher. You must take the lead and be both consistent and persistent. **Missed due dates or deadlines without reasonable cause AND prior consent from your internship coach could result in a negative disposition rating.**
 - Actively contribute to a positive, collaborative professional community.
 - Carefully read assignment descriptions and only bring questions to class that you have not been able to resolve either independently or by asking peers.
 - Bring with you the knowledge and skills you gained from previous sequences and apply them to your work here. In some cases, you may need to refer to old resources and texts. Sequences 7 and 8 focus more on the application of what you have previously learned rather than on coaching you as beginners. If you have forgotten critical information or skills, you will need to catch up.
 - Independently seek solutions to issues that arise with peers, coaches, instructors, and mentor teachers
 - Complete work independently and without repeated submissions and feedback unless an assignment is specifically designed with this in mind
 - Show initiative, a drive to succeed and a commitment to doing your best work. During internship, your decisions, teaching, and professionalism have a direct impact on children and you will be held responsible for this. Invest in getting as much as you can from S7 so that you can leap into the teaching role in S8. Remember that, despite the events of 2020 and the need to work remotely, you already have far more hours of field based learning than candidates in many programs do in their entire four years of undergraduate education. There is still a great deal you can do to learn and prepare for teaching. If you decide to enter the field after graduation, you will most likely have a teaching position in a matter of months – perhaps as early as May – and you will need to be prepared, confident, and effective.

- **Module Participation: 5% of final grade**

Candidates are expected to consistently and actively participate in all class activities and discussions synchronous or asynchronous. Since much of this module is based on virtual site interactions, candidates are expected to communicate and collaborate professionally with co-teachers and students and will be evaluated by a **participation rubric** by both their internship coach and co-teacher.

- **Bi-weekly synchronous discussion sessions** for your TLSC section will build directly on assigned readings/videos and e-teaching experiences; candidates must attend these discussions adequately prepared for that week's focus and participate actively.
- Candidates will work to establish a schedule/responsibilities with their co-teacher based on the expectations for this course and the supports required by the school/teacher/students and fulfill those responsibilities as agreed for the duration of the session. Candidates must document their time using the **Communication & Collaborations form** provided and submit the form to their University Coach weekly and then to Livetext at the conclusion of their module. The goal is to fulfill 8-10 hours of interactions per week.

- **Instructional Activities: 30% of final grade**

- *Planned activities for home learning*
- *Explore and prepare virtual/remote-learning resources*
- *Preparation of activities or materials for placement class*
- *Participate in online professional development with an ECSE focus*
- *Observe/Support Virtual Instruction - Attend/assist virtual instruction sessions your teacher is providing to students. **You will work toward presenting 1-2 virtual lessons per week**, as well as assisting with other administrative or planning responsibilities as assigned by your mentor teacher, including collaboration/planning/development of activities and units.*
- *Participate in virtual planning, team meetings, and IEP meetings where allowed*

- **Teaching Evaluations: 30% of final grade** - Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 4 teaching evaluations to take place over the course of S7. These evaluations will ideally include 2 live virtual lessons observations and 2 virtual lesson conferences. 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. The lesson plans will be submitted into LiveText upon review and consultation with internship coach and cooperating teacher. Evaluations should be signed by participants and uploaded to LiveText by University Coach. Note that you must use the S7-8 ECSE lesson plan format for all of your planning submitted for grading.

- **Live Lesson Observations (2)**

Candidates will prepare a full written lesson plan using the S7/8 ECSE lesson plan template and materials for a scheduled **virtual lesson presentation/activity**. Candidates will coordinate with their coach and co-teacher a date/time so they might observe virtually as the candidate implements the remote learning activity to their students online. **DO NOT RECORD YOUR ZOOM/GOOGLE CLASSROOM AND SEND IT TO YOUR COACH.** Coaches and co-teachers should be invited/present to your virtual presentation to observe your lesson. Lessons, links and materials should be emailed to coaches and co-teachers 24 hours in advance and, upon being reviewed, will submit into Livetext.

- **Lesson Plans (2)**

Candidates will prepare a full written lesson plan using the S7/8 ECSE lesson plan template and materials for traditional in-person classroom instruction. Candidates will coordinate with their coach and co-teacher a date/time for a virtual conference to review the lesson and obtain feedback on this work and

considerations for future implementation. Lessons, links and materials should be emailed to coaches and co-teachers 24 hours in advance and submitted in Livetext.

- **Weekly Reflections: 10% of final grade**

- Candidates will write weekly reflections of a full page in length (approximately 500 word minimum). Reflections will be uploaded into Sakai by your 370 coach and 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 Communication/Collaboration log with each reflection submission. Submit via LiveText.

- **Summative Assessment: 10% of final grade**

- Candidates will complete and submit the practice edTPA project as outlined by their TLSC 370 instructor. Candidates must work to obtain proper CPS-edTPA 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. Remember that you cannot proceed to S8 until you have passed this summative assessment.
- Note that changes in edTPA are possible due to COVID-19. In the case of any changes in this requirement, you will receive an alternate instructions.

- **ECSE Portfolio: 10% of final grade**

- Candidates will submit the first portions of their ECSE portfolio. This consists of the Taskstream portfolio website and its sections, as well as a minimum of three artifacts. Candidates must: 1) reacquaint themselves with Taskstream and seek support from the LUC e-portfolio website; a workshop session will be scheduled if needed; 2) review the portfolio assignment itself and make sure you are familiar with it; 3) create their portfolio website and its pages/sections, including an introduction to each section (design and professional appearance should be considered but these do not have to be finalized until S8); 4) include at least three artifacts in their website, including professionally appearing pages with introductions for each artifact for a non-Loyola audience; 5) submit to LiveText one portfolio artifact form for each of the artifacts (these do not go on the website) from the portfolio, as well as the web address and password for your portfolio site, as it will be accessible only to those with whom you grant access; 6) Submit any questions about the final portfolio to LiveText in a Word doc if you are unclear or would like suggestions. This includes "Could I use X as an artifact?" – this question may be asked until the end of Sequence 7 and not after.
- ECSE Portfolios will be reviewed and suggestions for ensuring that you pass this core assessment in S8 will be provided; also note that the nature of remote learning and sequences may necessitate changes in the final portfolio assignment. This will be reviewed once the picture for spring 2021 becomes clear, so it is critical that you review your work and make sure you have (or are prepared to develop) artifacts you can include in your portfolio.
- Note that LUC has been changing vendors for online systems in 2019-2020. This trend will continue and if any changes to portfolio systems or access are expected, you will be notified and appropriate professional development will be scheduled.

Assignments and Points

Assignment	Due Date	Submitted or Evaluated	Points
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Professionalism and Dispositions	N/A	Evaluated by coach	10
Participation	Evaluated weekly by coach	Evaluated by coach	5
Teaching Activities	Due dates will be identified on an INTERNSHIP CALENDAR and discussed during the first seminar	Evaluated by coach	25
Teaching Evaluations	Varies	Evaluated by coach and cooperating teacher	30
Weekly Reflections	Weekly according to calendar	Evaluated by coach	10
ECSE Portfolio	November 1 st or earlier	Website: Taskstream Artifacts: Taskstream Artifact forms: LiveText Questions: LiveText	10
Summative – Practice edTPA	Each segment of the practice edTPA will have a specific due date identified on the INTERNSHIP CALENDAR; final submission of edited practice edTPA document will be due for scoring on December 4 th and submitted into LiveText upon receipt of final score.	LiveText	10
Total			100

Module Reference Books (these have been uploaded into Sakai under Resources)

edTPA.

edTPA Special Education Assessment Handbook, Version 08.1 authored by the Stanford Center for Assessment, Learning, and Equity (SCALE)

edTPA Making Good Choices in Special Education-Candidate Support Resource, Version 01

edTPA Understanding Rubric Progressions, Special Education, Version 01

edTPA Academic Language Handout: Special Education Communication Skills, Version 01

 **Additional ONLINE Course Policies**

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including

student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings and Student Participation

As stated in the MODULE PARTICIPATION section of this syllabus: Candidates are expected to consistently and actively participate in all class activities and discussions synchronous or asynchronous. Since much of this module is based on virtual site interactions, candidates are expected to communicate and collaborate professionally with co-teachers and students and will be evaluated by a **participation rubric** by both their internship coach and co-teacher. **Bi-weekly synchronous discussion sessions** via ZOOM will build directly on assigned readings/videos and e-teaching experiences; candidates must attend these discussions adequately prepared for that week's focus and participate actively. The ZOOM link will be sent to all candidates via email on a weekly basis with the expectation that the link will be opened at least 5 minutes before the start of the class session.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (<http://www.luc.edu/sswd/>)

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. 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.

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***.

UPDATED TIMELINE FOR COMPLETION and SUBMISSION OF ASSIGNMENTS

Week Of...	ASSIGNMENTS	ASSIGNMENT DUE
August 24th	Monday night SEMINAR	5:00-6:30
	Complete Internship Info Form	➔ Email to Internship Coach by 9/14
	Work Log Verification	In GoogleDoc by 9pm Fri. 8/28
August 31st	Monday night SEMINAR	5:00-6:30
	Work Log Verification	In GoogleDoc by 9pm Fri. 9/11
September 7th LABOR DAY- No Seminar	Work Log Verification	In GoogleDoc by 9pm Fri. 9/11
	Weekly Reflection #1	To Sheryl by 9pm Sunday 9/13
	Download, Duplicate and Distribute edTPA consent	Aim to have all consents by week of 9/21
September 14th Submit Internship Info Form to Coach	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Monday night SEMINAR	5:00-6:30
	E-Learning Activity Post	In Sakai Forum by 5pm Tues. 9/15
	E-Learning Responses	In Sakai Forum by 5pm Thurs. 9/17
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #2	To Sheryl by 9pm Sunday
September 21st (All edTPA consents OBTAINED)	Weekly Lesson Submission	In Sakai Assignments by 5pm Mon.
	Monday night SEMINAR	5:00-6:30
	Work Log Verification	In LiveText by 9pm Fri.
September 28th No Monday night seminar	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	E-Learning Activity Post	In Sakai Forum by 5pm Tues.
	E-Learning Responses	In Sakai Forum by 5pm Thurs.
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #4	To Sheryl by 9pm Sunday
October 5th	Monday night SEMINAR	5:00-6:30
	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #5	To Sheryl by 9pm Sunday
October 12th	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Monday night SEMINAR	5:00-6:30
	Work Log Verification	In GoogleDoc by 9pm Fri.
	E-Learning Activity Post	In Sakai Forum by 5pm Tues
	E-Learning Responses	In Sakai Forum by 5pm Thurs.
	Weekly Reflection #6	To Sheryl by 9pm Sunday Aim to complete Live Lesson Observation #1
	Monday night SEMINAR	5:00-6:30

October 19th	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #7	To Sheryl by 9pm Sunday
October 26th	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Monday night SEMINAR	5:00-6:30
	E-Learning Activity Post	In Sakai Forum by 5pm Tues.
	E-Learning Responses	In Sakai Forum by 5pm Thurs.
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #8	To Sheryl by 9pm Sunday
November 2nd	Monday night SEMINAR	5:00-6:30
	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #9	To Sheryl by 9pm Sunday Aim to complete Lesson Feedback Conference #2
November 9th	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Monday night SEMINAR	5:00-6:30
	Work Log Verification	In GoogleDoc by 9pm Fri.
	E-Learning Activity Post	In Sakai Forum by 5pm Tues.
	E-Learning Responses	In Sakai Forum by 5pm Thurs.
	Weekly Reflection #10	To Sheryl by 9pm Sunday
Continue at your Site Placement & Assignments		
ATTEND PLC Nov. 16th	Monday night SEMINAR	5:00-6:30
	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #11	To Sheryl by 9pm Sunday
ATTEND PLC Nov. 23rd	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Monday night SEMINAR	5:00-6:30
	Work Log Verification	In GoogleDoc by 9pm Fri.
Week of Thanksgiving		
ATTEND PLC Nov. 30th	Weekly Lesson/Activity Submission	In Sakai Assignments by 5pm Mon.
	Monday night SEMINAR	5:00-6:30
	E-Learning Activity Post	In Sakai Forum by 5pm Tues.
	E-Learning Responses	In Sakai Forum by 5pm Thurs.
	Work Log Verification	In GoogleDoc by 9pm Fri.
	Weekly Reflection #12	To Sheryl by 9pm Sunday Aim to complete Live Lesson Observation #2

Suggested Activities & Engagements For Internship Candidates To fulfill 8-10 hours per week

We very sincerely understand that current circumstances require flexibility and support in so many ways. We encourage all candidates and co-teachers to be authentic to their situations and creative in how they approach collaboration and the support they will offer students. As long as Loyola candidates are finding opportunities to experience what teaching is like in this moment and hopefully to be a support to their teachers and classrooms, we will have achieved a successful undertaking. Thank you for your commitment and partnership.

- ✦ Observe teacher during remote learning sessions
- ✦ Develop plan to share tasks and teaching responsibilities
- ✦ Get a sense of the class format/calendar routines
- ✦ Get to know students/build rapport/comfort for Spring
- ✦ Share ideas, attend meetings, schedule weekly planning time
- ✦ Review materials/books/curriculum
- ✦ Help to modify in-person lessons to remote
- ✦ Write your own lessons/share them/revise (1 lesson plan+2 hours)
- ✦ ✦ Create materials/assessments/graphics organizers/etc.
- ✦ Lead/teach your lessons/activities (1-2 per week after week 3/4)
- ✦ Explore new online resources to share
- ✦ Grading and other administrative supports
- ✦ Lesson observations conferences and feedback
- ✦ Communicating/conferencing with students and families
- ✦ With Loyola Bi-weekly discussions with your peers (1 hour every other week)
- ✦ With Loyola E-learning activity exchange (1 hour every other week)