



**Loyola University Chicago
School of Education**

Teaching, Learning, and Leading with Schools and Communities

TLSC 300A: ECSE Professional Learning Communities (Sect 001)

Blended: Virtual and Face-to-Face Instruction

Fall 2021

Instructor Information

Name: Anetta Peeblers, Ed.S., NCSP, Adjunct Professor

E-mail: apeebles@luc.edu

Phone: 773-817-2020

Office: N/A

Virtual Office hours: These will take place in Week 1. See calendar. Other virtual office hours will be by appointment.

Class location: Mundelein Center, Room 303

In-Class Session Dates: Week 1 = see calendar for instructions; Week 2 = 11/29/2021; Week 3 = 12/6/2021

Class Times: Mondays, 5:30pm-7:30pm

***Responsiveness:** I try to respond to emails within 48 hours and have assignments graded within one week.

***Group or Class MTGS:** details on class meetings, due dates, readings, assignment timelines, etc., are all included on the sequence calendar in Sakai.

Session Information

Fall PLC falls during the last three weeks of the fall semester. This semester, session 1 will consist of online work (for freshman) or a virtual meeting with me (sophomores, juniors, seniors). Weeks 2 and 3 will be in-person and candidates will present to their peers. Dates are indicated in the calendar of the syllabus.

Session Description

Professional learning communities (PLCs) serve as the touchstone of teaching and learning in the Teaching, Learning, and Leading with Schools and Communities (TLLSC) teacher preparation program, bringing together all ECSE teacher candidates to share and co-construct knowledge, skills, and dispositions related to each field-based ECSE sequence. By working in small groups of colleagues and peers, learning is emergent, targeted, and collaborative. Facilitated by ECSE faculty, the PLCs serve as communities of practice where candidates come together to (a) share learning from their school- and community-based experiences, (b) synthesize learning through reflection and discussion, and (c) apply learning through completion of sequence summative assessments. In this way, candidates come together to make meaning of their learning in the field in order to increase their content and pedagogical expertise.

The topic for the Fall 2021 ECSE PLC will be: Gender Inclusive Classrooms in Early Childhood. Throughout the PLC coursework, students will develop an understanding of gender diversity



within early childhood classrooms, challenge the gender binary, and learn to support gender diversity and justice in their professional practice.

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. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

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 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).



***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.**

Essential Questions and Enduring Understandings

Essential questions:

- What are the key factors of teaching, learning, and leading with schools and communities?
- How does theory connect with your learning and experiences in your sequences?
- How do sequence learning and experiences connect with past learning and experiences?
- How will you use your learning to guide subsequent problem-solving as an early childhood educator?
- What are the connections between your learning and experiences across this sequence and professionalism in service of social justice?
- What goals do you have for future learning in your specialty area to increase your expertise as an educator of young children birth to age 8?

As a part of this experience, 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 (EU1).
- Engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students (EU2).
- Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice (EU10).

As a part of this experience, candidates will:

- Use goals and procedures to guide PLC dialogue and to synthesize and make meaning of the learning and experiences across sequences.
- Engage in collaborative discussion and learning related to teaching, learning, and leading, as well as professionalism in service of social justice.
- Engage in dialog and make connections between sequence learning and experiences with pertinent theories and principles in early childhood education.



- Complete the sequence summative assessments for your current TLLSC sequence with individualized support from ECSE faculty.
-

LiveText, SmartEvals Objectives and CampusLabs link:

All candidates must have a functioning LiveText account to receive credit for the PLC. For the purposes of course evaluations, as a result of this experience, candidates will:

- Gain factual knowledge (terminology, classifications, methods, trends)
 - Acquire an interest in learning more by asking questions and seeking answers.
-

Alignment with relevant professional standards

NAEYC

Standard 6: Becoming a Professional: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a. Identifying and involving oneself with the early childhood field

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d. Integrating knowledgeable, reflective, and critical perspectives on early education

6e. Engaging in informed advocacy for young children and the early childhood profession

IL ECE

Standard 13: Communication: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

13D. understands the importance of audience and purpose when selecting ways to communicate ideas.

13J. practices effective listening, conflict resolution, and group-facilitation skills as a team member.

13K. uses a variety of communication tools to enrich learning opportunities.

Standard 15: Collaboration: The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with



colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being.

15A. understands schools as organizations within the larger community context.

15C. understands the collaborative process and skills that are necessary to carry out the process.

15E. establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support child development, learning, and well-being.

15J. establishes and maintains positive, collaborative relationships with colleagues, other professionals, and families and works effectively as a member of a professional team.

Standard 16: Reflection and Professional growth: The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

16A. understands that reflection is an integral part of professional growth and improvement of instruction.

16B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

16C. understands major areas of research on the learning process and resources that are available for professional development.

16D. reflects on his or her practice, articulates a philosophy and rationale for decisions, and continually evaluates the effects of his or her choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development.

16E. actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

16H. analyzes and evaluates experiences in working with parents and with interdisciplinary teams of professionals.

16I. uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

Standard 17: Professional Conduct and Leadership: The competent early childhood teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve children's learning and well-being.



17A. understands the unique characteristics of education as a profession and the ethical considerations that apply to educators.

17E. understands the importance of active participation and leadership in professional education organizations.

17I. serves as an advocate on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

17L. communicates effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

IL ECSE

Standard 7: Communication: The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home.

7F. employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback.

7G. selects and employs written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability.

7I. establishes and maintains positive, collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.

Standard 9: Collaborative Relationships: The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families.

9A. early childhood settings and other agencies related to young children and families as organizations within the larger community context.

9B. situated learning and the need for collaboration with families, business organizations, and other interested citizen groups.

9C. the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies.



9K. establishes and maintains positive, collaborative relationships with families and with other professionals in school and community settings to support children's development, learning, and well being.

9T. provides supervision, consultation and training to adults in diverse settings in areas specific to services for children and families and organization/development of programs, using principles of adult learning and collaborative consultation.

9V. engages in a variety of roles and interaction strategies to achieve effective functioning among members of the instructional team, including teaching assistants, therapists, family members, community child care teachers, and volunteers.

Standard 10: Reflection and Professional Growth: The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

10A. that reflection is an integral part of professional growth and improvement.

10B. methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

10C. major areas of research on the learning process and resources that are available for professional development.

10D. articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development.

10E. uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice.

10F. collaborates with other professionals and families as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

10G. participates actively in professional organizations and engages in professional dialogue to support his/her own development.

10H. reads and critically applies research and recommended practices.

Standard 11: Professional Conduct: The competent ECSE teacher understands education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well-being.



11N. serves as an advocate on behalf of young children and their families for improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators.

11O. initiates and develops new projects and programs to support the development and learning of young children.

11Q. contributes knowledge and expertise about teaching and learning to the profession.

11U. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.

11V. demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals.

11W. practices within the codes of ethics, standards and policies of the education profession and of professional organizations.

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Required Texts

Readings will be posted on Sakai.

Recommended Texts

[Pastel, E., Steel, K, Nicholson, J., Maurer, C., Hennock, J., Julian, J., Unger, T. & Flynn, N. \(2019\). *Supporting Gender Diversity in Early Childhood Classrooms: A Practical Guide*. Jessica Kingsley Publishers.](#)



Grading and Assessment

- **Grading:** This course will be graded on a Pass/Fail basis, based solely upon the quality and timeliness of your submitted work.
- **Attendance:** The PLC will consist of three sets of activities, which will differ each week depending on your (1) year in the program and (2) group assignment. Completing each activity will meet the PLC attendance requirement. Missing any one will be considered an absence and will result in a grade of NP for the PLC. The PLC is worth a total of 1 credit hour. This credit hour is assigned at the end of the spring semester (because the Office of Registration and records does not allow half credit hours) but reflects attendance in both fall and spring. The ECSE attendance policy is as follows:
- **Participation:** Completing the assigned activities according to their provided expectations will meet the Participation requirement for the spring PLC.
- **Assessment:** During the PLCs and in conjunction with sequence summative assessments, candidates will reflect upon personal and professional learning during that semester, specifically on Conceptual Framework Standards 1 (synthesizing their learning about teaching, learning, and leading with schools and communities) and 6 (collaborating with peers and making decisions about practice to model professionalism in service of social justice). PLCs include readings and professional development, and other that are all form the basis candidate grades.

PLC Assignments

These are located in the PLC calendar at the end of this syllabus. You must complete all activities or you will receive a grade of NP for the PLC. **For candidates joining the PLC for the first time** - your responsibility is to complete the Week 1 assignment and then attend the two in-person PLC sessions. All three are required in order for you to receive a grade of P for the PLC.

Candidates returning to the ECSE from spring will meet with your instructor for session 1, and then attend in-person sessions 2 and 3, presenting in one of those. You are divided into groups based on the following topics:

Developing an Understanding of Gender Diversity in EC

Group 1) Gender Diverse Children: Their Characteristics/Assets and Ways We Place Them At Risk
Group 2) How Children Construct their Ideas and Attitudes about Gender - A Focus on Development/Experiences

Challenging the Gender Binary and Supporting Gender Diversity and Justice through:

- 3) Building Our Self-Awareness as Teachers So We Can Break Assumptions and Challenge Bias
- 4) Teaching Strategies and Activities in 0-5
- 5) Toys/Materials and Literature that Support Gender Justice

Rules for Inquiry Group Membership

- Each of the 5 groups must include at least one senior (entering S7 in the fall) and one junior (entering S5 in the fall).
- Each group must contain at least two candidates from S1-3.



-If you were in the spring PLC and did not join a group, you must do so immediately

*Each group will be provided a description of their topic and some initial resources. The group will then find and share additional resources and collaborate to present during the PLC face-to-face class times. **The presentation will consist of information on slides, discussion, and at least one activity.***

Again, if this is your first ECSE PLC, you will have one online asynchronous session and then attend two in-person sessions during which presentations will be done on the topic of supporting gender diversity in early childhood. If you have been in an ECSE PLC before, you need to have signed up for one of the presentation groups, as you will be working on developing a presentation for either week 2 or week 3 of the PLC. Presentation details and resources are available on the Lesson pages of Sakai. You will need to coordinate with your group members to plan your presentation.

Contact me if you have not signed up for a group.

The first PLC session (or Week 1) will consist of the following:

- a. For Candidates in S1 and 2, your PLC Week 1 session will consist of a webinar introducing your program and upcoming requirements. Please see “Lessons” (Week 1) in Sakai for the content.
- b. For Candidates in S3/5/7 you should have joined inquiry groups in the spring. For session 1, you will meet with your group and your PLC instructor to talk about your topic and plans for your research and presentation, including delegation of responsibilities. I will email the group to set up a virtual meeting. Your attendance and participation (for Candidates in S3/5/7 only) is required at this virtual check-in.

In between the virtual check in and the start of the presentations on Week 2, ONE delegated group member will turn in via Sakai what has been completed so far (for feedback) on:

11/01/2021

AND

11/15/2021

During weeks 2 and 3, each group (Candidates in S3/5/7 only) will present their resources/findings and collaborate with their peers during one of the two in-person PLC dates at the end of the semester. Candidates in S1 and 2 will be audience members.

Session Experiences – All PLCs

PLCs, by nature, are flexible and responsive to your evolving needs. Whereas the introductory PLC of the academic year will be used to inform candidates about the pertinent PLC structure and relation to the overall TLLSC program, ongoing sessions are flexible based on candidates’ needs.



Presentation Guidelines

Length	Presentations will be a total of 30 min with time for audience and instructor questions. You will need to ensure that your presentation fits in the allotted time.
Format	This should not include 30 min of presentation and no one should be reading off slides. Strike a balance between presentation, discussion, and activities where appropriate.
Content	Content should focus primarily on the provided resources. Make sure, as you plan your presentation, that you respond to the feedback of your instructor. Your presentation should also be unique. If you find that, after another presentation, that you have significant overlap, then retool because there is plenty of unique material for each group to cover.
Resources	You should locate at least one additional resource to include in your presentation. You can also create a list of resources at the end of your presentation for participants to seek out on their own.
Language and Tone	You will need to familiarize yourself with the current supportive, respectful, and inclusive terminology of this PLCs focus. Use correct terminology and agree on how you will refer to identities and concepts within your presentation. These presentations should not, under any circumstances, be a place where unintentional biases or problematic/harmful ignorance is normalized. Do your research, ask for help within your team and from your instructor, and use the presentation as a <i>demonstration</i> of your learning. During your planning you will make mistakes and learn from them. It is not ok to make these mistakes and cause potential harm in the public forum class. Where you do, this will be called out and corrected publicly.
Collaboration	It is perfectly acceptable to assign or elect a group leader. However, the presentation itself should have roles for all.
Quality	Your slides do not need to include references to your assigned reading. You can mention it at the start. You should reference other resources where used and cite your assigned reading if you are quoting from it.



What do I do if I have to miss a PLC session?

Note that you cannot miss the PLC session when you are presenting or you will receive a grade of NP for the PLC.

How to plan for a PLC absence or missing PLC activity:

1. Notify your instructor(s) via email in advance of the PLC session you must miss. If you miss a PLC session without prior notification, you will receive an automatic grade of NP for the PLC.
 2. Select a professional development session to attend/participate in. This session must be related to early childhood education; in other words, the specified audience must be teachers/interventionists who work with children from birth-age 8 only. Feel free to consult the websites of the Illinois Resource Center and the Illinois Early Intervention Training Program, as well as organizations such as StarNet, to find workshops or webinars. You may also check Early Childhood Investigations, the Erikson Institute, Pearson, or other organizations like NAEYC. Register for this session, which you must complete before the end of the PLC. In some cases, this may limit you to webinars, but if you are able to plan in advance you can attend in-person PD sessions as well. In the same email in which you notify your instructors of your absence, you should identify the specific PD session you plan to attend in order to substitute for the PLC session.
 3. Attend the PD session. Before the end of the last week of the PLC, you should upload the following to the Assignments section of your PLC's Sakai site:
 - a. A two-page synopsis describing the content of the PD. This should be written professionally, double-spaced in a 12-point font. Do not write in the first person. The audience for this synopsis includes your peers in the PLC, so you should write about the skills and knowledge from this session that are most relevant for future EC educators.
 - b. Any handouts from your session – these can be scanned and uploaded in the case of in-person sessions, or simply uploaded from webinars. If no handouts were provided, then include a detailed outline covering all of the session content from beginning to end.
 - c. Any evidence of completion from the session. Webinars may not provide these; however, in person sessions should.
 4. There is no need to notify your instructor(s) once these items have been uploaded. Sakai will do this automatically. However, your instructor(s) will share your resources with the entire PLC community once your resources are submitted. This way you will know that you have successfully completed the requirement. Your instructor(s) may also follow up and/or request resubmission/edits as needed.
 5. Note that this process applies to only one PLC session per semester. Missing more than one PLC session will result in an automatic grade of NP for that semester. There are no exceptions to this policy.
-



TLLSC Syllabus Statement

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Any additional hours included in S4 are related to additional credentials beyond those offered by the SOE, including Gateways and Illinois EI Credentialing.

Please find the university policy here:

https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

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 does not directly address standards to build candidates' expertise for teaching ELs.

Other Concerns

If you have concerns about the program, curriculum, or instruction, please talk to your instructor directly. If your concerns still linger after you have engaged in a direct discussion with your instructor, then you should contact the Teaching & Learning program chairperson at gwan1@luc.edu.

Managing Life Crisis and Finding Support

Should you encounter an unexpected crisis during the semester (i.e. 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 (www.luc.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their website here:

<https://luc.edu/dos/services/>.

Accommodations

Any student registered with Student Accessibility Center (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter



(printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700

School of Education Syllabus Addendum

- **Smart Evaluation**
- **The SOE Statement on Conceptual Framework and Student Dispositions**
- **LiveText**
- **Student Resources and Center for Student Access and Assistance (CSAA)**
- **Academic Honesty**
- **Accessibility**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course



5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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 and Digication

All students, *except those who are non-degree*, may 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](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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**

All information on synchronous, asynchronous, and other meetings and course activities are included on the Sequence calendar.

***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 [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***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***.

[Academic Honesty](#)

[Accessibility](#)

[EthicsLine Reporting Hotline](#)

[Electronic Communication Policies and Guidelines](#)

[Syllabus Addendum Link](#)

<https://www.luc.edu/education/academics/syllabi/>

Diversity

PLCs provide candidates with the opportunity to engage in collaboration with a community of learners – discussing and making meaning of all learning and experiences in schools and communities. Additionally, teacher candidates will engage in reflection and response in relation to professionalism in service of social justice. With this in mind, teacher candidates will consistently engage in dialogue around the diverse students (including those with special education needs and those who are English language learners), classrooms, schools, families, and communities with which they engaged in the prior sequence, as well as connect and reflect upon those experiences in relation to their own professional practice as a future urban teacher.

TLSC 300A Course Schedule & Assignment Due Dates

Please also see “Lessons” in Sakai for information and resources.

Week 1

The first PLC session (or Week 1) will consist of the following:

- c. For Candidates in S1 and 2, if this is your first PLC, then your Week 1 session will consist of a webinar introducing your program and upcoming requirements. Please see “Lessons” (Week 1) in Sakai for the content.



- d. For returning candidates and those in S3/5/7 you should have joined inquiry groups in the spring. For session 1, you will meet with your group and your PLC instructor to talk about your topic and plans for your research and presentation, including delegation of responsibilities. I will email the group to set up a virtual meeting. Your attendance and participation (for Candidates in S3/5/7 only) is required at this virtual check-in.

Delegate ONE group member to turn in what has been completed so far (for feedback) on:

11/01/2021

AND

11/15/2021

Week 2: 11/29/2021

Freshman in attendance; Sophomores, Juniors and Seniors presenting

All candidates - Please read the following before class so that we may engage in a discussion following the presentations:

[Working with Families and Colleagues to Support Gender Health and Justice](#)

Group 1 Presentation: Gender Diverse Children: Their Characteristics/Assets and Ways We Place Them At Risk

Group 2 Presentation: How Children Construct their Ideas and Attitudes about Gender - A Focus on Development/ Experiences

Week 3: 12/6/2021

Freshman in attendance; Sophomores, Juniors and Seniors presenting

Group 3 Presentation: Building Our Self-Awareness as Teachers So We Can Break Assumptions and Challenge Bias

Group 4 Presentation: Teaching Strategies and Activities in 0-5

Group 5 Presentation: Toys/Materials and Literature that Support Gender Justice