



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

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 2021

TLLSC 360-05W: Developing Rigorous and Relevant Instruction and Assessment

Course offered via blended format with synchronous and asynchronous sessions.

Meets: 4:15pm-6:45pm Mondays, August 30-November 19, 2021

*Unofficial Start Time is 4:30 to allow for travel from student teaching sites

Location: Mundelein Center, Room 607

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Office Hours: Monday evenings after class until 7:30pm; or by appointment

Responsiveness: Emails and voicemails will be returned 24-48 hours M-F & up to 72 hours during weekend and breaks

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 Description

During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification, including work with parents, families, and communities. Candidates will work with their mentor teacher two days per week while being supervised at the school site by a University Coach. Monday night seminars will be held on campus and led by Loyola faculty. This sequence will better prepare candidate for independent work by discussing components of the Teacher Performance Assessment (edTPA). Candidates will compose a practice edTPA project during this semester. Candidates will administer, analyze, and reflect upon an assessment. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Outcomes

Essential Questions:

- How does knowledge and understanding of my students impact my instructional planning, assessment choices, and delivery?
- How do educators draw on their understanding of education theories when making decisions concerning instructional planning, assessment, and delivery?
- How do educators collaborate with others to support student learning?
- How do educators balance relevance and rigor when choosing content and pedagogy?
- How should planning, assessment and instruction be modified for culturally and linguistically diverse students?

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

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- Use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
- 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. (Part 27 Standard 5.C.i)
- 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. (Part 27 Standard 5.C.ii)

Required Textbooks, Technology, and Software

ALL

Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. ASCD. (USED IN SEQUENCE 6)

Boaler, J. (2016). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages, and innovative teaching*. Jossey-Bass.

****Please note****

The Boaler book is available for a very low price on Amazon. You will also notice that Boaler has a curriculum that aligns with the goals of this text. I highly recommend that you consider purchasing the curriculum book that aligns with your grade level, but this is not required.

Recommended Texts

Berry III, R. Q., Conway IV, B. M., Lawler, B. R., & Staley, J. W. (2020). *High school mathematics lessons to explore, understand, and respond to social injustice*. Corwin Press.

****Please note****

This book is focused on High School standards. It is a practitioner text and I highly recommend that you purchase it if you are teaching high school. But also consider the middle school and elementary versions when they get released later this year.

REFERENCE BOOKS

Publication manual of the American Psychological Association (7th ed.). (2020).
American Psychological Association.

Assignments and Grading

Writing Intensive Designation

TLSC 360 is designated “writing intensive” because the core assessments for this course are writing assignments that require candidates to produce multiple pieces of professional writing. These are the three tasks that comprise the “mock” edTPA: Task I Planning for Instruction & Assessment; Task II Instructing & Engaging Students in Learning; and Task III Assessing Student Learning. Each of these tasks require extended narrative writing responses that incorporate relevant research, theories, and data in alignment with the professional expectations for educators. As part of this course, candidates will draft and revise task responses with feedback from the instructor as well as their peers.

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
60% - 62%	D-
Below 60%	F

Attendance and Late Assignment Policy:

- Arrive promptly and maintain excellent attendance records. (see Addendum 1)
Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom 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. Late assignments will receive a maximum of 50% credit.
- If you are experiencing an extenuating circumstance (e.g., illness, family death, etc.) it is important to reach out to your instructor prior to the due date of the assignment to request an extension. Please keep in mind that each situation will be handled on an individual basis, and you should not assume that an extension will be available.

Module Assignments

- ***Module Participation: 20% of final grade***
 - Candidates are expected to consistently and actively participate in all class activities and discussions. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.
 - Participation will make up 20% of your final grade for this course and be determined using the following common rubric.

Professional Attitude and Demeanor Part I

- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II

- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class

- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Listening Skills

- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class

● ***Content Specific, Standards-Aligned Practice edTPA Unit: 40% of final grade***

- Candidates, with the support of their cooperating teacher, will plan, instruct, assess and analyze a 3-5 day unit in the edTPA format. The edTPA handbooks and response templates will guide the design of this unit. The lesson plans must be submitted using the template contained in this syllabus (see Addendum 2). Candidates must also provide evidence of the effective use of WIDA standards, suitable to instructional goals and to enhance teaching and learning. The completed assessment serves as the summative assessment for this sequence.
- The edTPA unit will be submitted in three parts:
 - Planning Task
 - Instruction Task
 - Assessment Task

- The minimum passing score for edTPA is 39 out of 75 possible points. Candidates must receive a score of at least 37 points on the practice edTPA to receive a passing grade in this course.
- ***Content Specific Assignments: 40% of final grade***
 - These assignments will be specific to middle and secondary grades. They will be designed to deepen students' knowledge of middle grades and secondary grades curricula and learning activities development, and pedagogy.
 - Context for Learning
 - Lessons in a series
 - Drafts of Tasks 1-3

SOE Vision, Mission and Conceptual Framework and Conceptual Framework Standards

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.

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it

weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

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.

Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.* A description of how we use disposition data in the SOE is included in the [SOE syllabus addendum](#).

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 Digication. *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.

Digication

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 [Digication](#) here. (Link will be updated and go live once the program is fully adopted by the SOE.)

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.

***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***.

Syllabus Addendum Link

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