



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

**TLLSC 380: Teaching, Learning and Leading with Schools and Communities  
Sequence 8: Mastering Teaching, Learning and Leading  
in Combined Sections with  
CIEP MU1, MU5, MU6, 562,563**

*Teaching, Learning, and Leading with Schools and Communities*  
School of Education, Loyola University Chicago  
Spring Semester 2015

---

**Instructor Information**

Name: Dr. Donna Mau  
Email: donnamau@sbcglobal.net  
Office: Mundelein 606  
Office hours: before or after class (please arrange)

---

**Module Information**

Dates: January 12, 2015 – April 24, 2014  
Days: Monday Seminar  
Times: 5:00 – 6:45pm  
On-Campus Location: Mundelein 606  
School-Site Location:

---

**Sequence Description**

During this rigorous module, candidates will continue their work with their co-teachers also as they begin the transition into full-time teaching responsibilities. The experiences in this sequence are designed to allow candidates to apply their accumulated knowledge and skills, and measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification. Candidates will work with their Co-teacher five days per week while being supervised at the school site by their Internship Coach. Monday night seminars will be held on campus and lead by the Internship Coach to encourage critical thinking around teaching experiences and issues. During this sequence, candidates will also complete the Impact on Student Learning Project they began in Sequence 7. Candidates will administer, analyze, and reflect upon their unit. TLLSC 380 is the culmination of the teacher preparation program in both demand and expectation. Candidates will be observed and evaluated in a formative but rigorous manner as they progress toward mastery of their professional skills. This sequence will challenge student within their teaching context to examine their perspectives, understandings and practices in teaching learning and leading. This sequence most directly addresses TLLSC Enduring Understandings 3,9,10 and 11.

## Module Goals

### Essential Questions:

- How does my knowledge and understanding of students, their prior knowledge, skills and experiences impact my instructional planning, assessment choices, and delivery?
- How do the characteristics of the community, school, and classroom affect student learning?
- How have my instructional choices impacted student learning and achievement?
- What professional learning goals do I have for myself as a teacher? What specific steps can I take to pursue these goals? What resources will I need?
- What does it mean to be an educator in service of social justice?
- Why are the areas of service, skills, knowledge and ethics critical to advancing social justice through education?
- What issues of social justice and inequity have been raised by my experiences in schools and communities during the TLLSC program?
- What are the implications of the Loyola University School of Education conceptual framework for my future work as a teacher?

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

- Utilize 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. **EU3**
- Create and support safe and healthy learning environments for all students. **EU9**
- Utilize information from theories and related research based practices when making decisions and taking action in their professional practice. **EU10**
- Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement. **EU11**
- 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 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. **EU2**
- 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). **EU7**

As a part of this module, candidates will:

- Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior (3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB)
  - **EU3 S2, S3, S5, S6, S9**
- Use data to evaluate and monitor students' needs, instruction and collaboration for impact on teaching and learning. (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB)
  - **EU9 S7, S8**
- Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators. (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB)

- EU10 K1, K2, K3, K4, S1, S2
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1K, 2K, 5M, 7M, 8J) (IB)
  - EU11 S2, S3, S4, S6
- Support and deliver instruction in cooperation with their assigned co-teacher. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB)
  - EU1 S7, EU2 S8, EU4 S7
- 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. (1H, 3J, 5H, 5K, 5M, 5P,7Q)(IB)
  - EU3 S10, S11, S16, S18
  - EU4 S5
- 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. (5H, 5J, 9K) (IB)
  - EU6 S12
  - EU2 S9
- 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. (4K, 4N, 5K, 5M, 5N, 8I, 8J,8O, 8R,8S, 9G, 9K, 9N) (IB)
  - EU9 S6, S8

---

**IDEA Objectives:**

- Learning to apply course materials

- Developing specific skills, competencies, and points of view needed by professionals in the field
- Acquiring skills in working with others as a member of a team

### Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each 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.

D1	demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
D2	engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
D3	valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)
D4	demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
D5	participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
D6	collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
D7	valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 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)
D9	demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
D10	maintaining one's own intellectual, emotional and physical well-being to effectively fulfill one's professional responsibilities. (4I) (IB)
D11	implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
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.
D14	demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.
D15	valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
D16	demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
D17	demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication (9H, 9I).

### Grading Policy & Scale:

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

93% - 100% A  
90% - 92% A-  
87% - 89% B+  
83% - 86% B  
80% - 82% B-  
77% - 79% C+  
73% - 76% C  
70% - 72% C-  
67% - 69% D+  
63% - 66% D  
Below 62% F

---

### **Attendance:**

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

### **Module Assignments**

- ***Module Participation & Reflections: 25% of final grade***
  - Candidates are expected to consistently and actively participate in all class activities and discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. Candidates must attend their site all day, everyday that school is in session, including professional development days, parent conferences and any other teaching related events. Candidates must document their time using the attendance form provided and submit the form to their University Coach at the conclusion of their module. Seminar sessions will build directly on assigned readings and field experiences; candidates must come to class having read all assigned texts and articles, as well as completing a reflective journal each week.
- ***Teaching Evaluations: 50% of final grade***
  - Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 2 formative(interim) teaching evaluations and 2 summative (midterm and final) evaluations. 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.
    - Midway through the Sequence 8, sometime during weeks 7-8, a summative mid-term evaluation/observation will be completed. Both the University Supervisor and the Cooperating Teacher will complete a mid-term evaluation of the student teacher. The

mid-term evaluation is meant to identify the student teacher's progress or lack thereof. While a formal debriefing including the Cooperating Teacher is not necessary, the University Supervisor is expected to discuss/meet in person/meet via email/meet via phone conference with the Cooperating Teacher regarding his/her mid-term evaluation of the Student Teacher.

- The final student teaching observation will include the final evaluation and a summative debriefing of the student teacher's progress or lack thereof. This final observation and meeting will occur sometime during weeks 14-15. Both the University Supervisor and the Cooperating Teacher will complete a final evaluation of the student teacher, and will participate in a portion and/or all of the final debriefing.
- The interim observations will be evaluative in nature, will include a formal debriefing between the University Supervisor and the Student Teacher, and will include the identification of goals on which the Student Teacher is to work for the next observation. These observations are to be scheduled in accordance with the schedules of the Student Teacher, Cooperating Teacher and University Supervisor.
- **50% of the final grade reflects the results of the midterm and final evaluations**, the overall job performance of the student, including their ability to respond to corrective feedback and suggestions from the cooperating teacher and university supervisor.

- ***Classroom Management Plan: 10% of final grade***

- Student Teachers gradually throughout the semester discuss with their Cooperating Teacher issues related to classroom management and developing positive relationships with children. They ask for specific information about the classroom management plan already in place and ask for an opportunity to tweak that plan or try new strategies with the whole class or a few individual students. They may teach a lesson to help students gain important social or behavioral skills. They attempt to determine the function that impeding behaviors have for individual students who do not follow classroom rules/procedures. They reflect on issues related to classroom management. They gradually develop their own position on classroom management.

- ***School Service Hours: 5%***

- Student teachers are expected to participate in an area of volunteer service within the school. The work they do does not need to directly benefit the students in their own classroom as long as it benefits the school or school community as a whole. Examples of appropriate service projects include but are not limited to sponsorship of a club, tutoring, before/after (extended day) school care, volunteering at a school open house, working on a school fundraiser, participating in parent night, assisting with curriculum mapping, working with students on Special Olympics or adaptive recreation programs, attending LSC or PTA meetings. School service projects should be a minimum of 15 hours in length for a 15-week placement. School service should be documented using the form provided by your University Supervisor.

- ***Summative Assessment: 10%***

- Candidates will complete a *Professional Practice Profile (PPP) essay*. The PPP consist of two reflective essays that teacher candidates complete at the conclusion of their program. The first is a reflective statement about the School of Education's conceptual framework, *Professionalism in the Service of Social Justice*. The second is a reflective statement about the

role of community in education and the candidates' development of collaborative relationships throughout the TLLSC program. Rubric in LiveText.

---

### **Module Reference Books**

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

## **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**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

### **Technology**

Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

### **Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication and responsibility while accessing and utilizing technology, information resources and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

## Diversity

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

---

## University Policies and Information

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found

at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml) [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml) [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**EthicsLine Reporting Hotline** Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)** The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)