Sequence 1: Introduction to Teaching, Learning, and Leading
With Schools & Communities

Teaching, Learning, and Leading with Schools and Communities
School of Education
Loyola University Chicago
Spring Semester 2017
Location: Lakeshore Campus in Dumbach Hall, Room 5
Meeting Time: Mon, Wed from 9:20am-12:20pm

Instructor Information for Sequence 1 (TLSC 110, 120, & 130)

Name: Amy Bedford
Email: abedford@luc.edu
Phone: 561-386-1933
Office Hours: By Appointment

Course Materials:
Text Book Sequence 1: Anita Woolfolk, (2016). *Educational Psychology 13ed.* ISBN: 0134013522

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.

Module Descriptions

TLSC 110E Module Description
Through this module, teacher candidates: (a) explore what the profession of teaching entails, (b) investigate the characteristics of effective collaborative relationships within and among schools, families, and communities, (c) recognize and reflect on the impact of personal beliefs and actions on teaching and learning in order to build capacity for respectful, fair-minded, empathetic and ethical conduct toward all learners, and (d) begin to develop their own personal understandings about what it means to carry out Loyola University Chicago School of Education's mission of professionalism in service of social justice in the school and the community.

TLSC 120E Module Description
Through this module, teacher candidates: (a) observe and work with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen their understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learn about the cognitive and linguistic attainments of each developmental level, as well as the link between cognitive/language development and academic and broader developmental progress in diverse groups of children, and (c) deepen their understanding of the ways in which social, cultural, and environmental contexts might shape children's development and cognitive processing.

TLSC 130E Module Description
Through this module, teacher candidates: (a) explore the characteristics and assets of the communities in which partner schools are embedded, (b) consider the role communities play in educating students, and (c) engage in professional discourse related to issues of social justice within the neighborhoods and communities in which partner schools are embedded.

Sequence Essential Questions and Objectives

TLSC 110 Essential Questions and Instructional Objectives

Questions:
1. What does the profession of teaching entail?
2. What are the necessary knowledge, skills and dispositions of teachers?
3. How do collaborative relationships within and among schools, families, and communities' impact student learning?
4. What differences in learning and practice might be involved in working with students who have diverse learning needs (e.g. English language learners, and special needs)?

IDEA Objectives:
1. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
2. Learning to apply knowledge and skills to benefit others or serve the public good.

You can access the student login for IDEA Campus labs via the following URL to complete course evaluations:
http://luc.edu/idea/

TLSC 120 Essential Questions and Instructional Objectives

Questions:
1. How do theories of cognitive development, psychosocial development, language acquisition and learning theories help teachers to understand and guide the nature of their interactions and pedagogical practices with students? How would educators go about gathering evidence of these theories in birth to grade 12 settings?
2. Why are the key components and principles of information processing theory critical for educators to understand? How would educators go about utilizing this theory in birth to grade 12 settings?
3. How can observational evidence of the physical characteristics, communication skills, linguistic development, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings?
4. How is children's cognitive and linguistic development influenced by social-cultural and environmental contexts (e.g., culture/ethnicity, family, community)?

IDEA Objectives:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Acquiring skills in working with others as a member of a team.
3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

You can access the student login for IDEA Campus labs via the following URL to complete course evaluations:
http://luc.edu/idea/

TLSC 130 Essential Questions and Instructional Objectives

Questions:
1. What/who comprises a community?
2. How are schools, communities and universities united in the effort of educating all students?
3. What are the funds of knowledge in the Edgewater/Rogers Park community and how are they valuable to schools and student learning?

IDEA Objectives:
1. Learning to apply knowledge and skills to benefit others or serve the public good.
2. Acquiring skills in working with others as a member of a team
3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

You can access the student login for IDEA Campus labs via the following URL to complete course evaluations:
http://luc.edu/idea/

Essential Understandings, Dispositions, Knowledge and Skills

As a part of Sequence 1, candidates will understand that effective educators:
- reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups. (EU 1)
- engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students. (EU 2)
- utilize information from theories and related research based practices when making decisions and taking action in their professional practice. (EU 10)
- hold high expectations and build on the assets of diverse students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, gender identity). (EU 7)
- apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. (EU 6)

   Currently Assessed Dispositions:
- D1: Demonstrate that teaching is a complex practice with inherently political and ethical implications. (i1F)
- D4: Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2F) (IB)
- D6: Collecting and analyzing community, school, family, and student data to guide educational decision-making. (a2E) (IB)
- D8: Demonstrate 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. (a1F, i2A, i2B) (IB)
- D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
   Dispositions addressed but not assessed:
- D7: Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)

Sequence 1 Assignment

Sequence 1 Summative Assignment
This assignment will be completed during the final three weeks of the semester, as part of the Professional Learning Communities instructional time. However, the assignment will draw from your experiences and other assignments throughout the semester. The total Summative Assessment grade will be divided equally among each of the three modules. Therefore, your individual module grades will be finalized only once the Summative Assessment has been completed and evaluated. The Sequence 1 Summative Assessment will make up 10% of your final grade for each module and be determined using the common rubric available below, on the syllabus, and on LiveText.

You will write an essay in which you describe and reflect upon your developing understandings about the profession of teaching and the role of collaborative relationships in education. You should dedicate one section of the essay to each of

the following prompts. Be sure to make reference to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included. Please access the APA style manual through Loyola libraries or online at http://www.apastyle.org or https://owl.english.purdue.edu/owl/resource/560/01/.

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

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

PART 2.
- How did the experiences during this sequence influence your understanding of the role of collaborative relationships within schools and importance of them in serving students?
- What impact do the school community, family, as well as the larger local community have on the educational environment of a school and student learning?
- What are the implications of your experiences and learning about collaborative relationships this semester for your future work as an educator?

Excluding the reference list, the paper should be no between 1200-1500 words, double-spaced, 1" margins 11-12 point font and submitted on LiveText.

Rubric for Sequence 1 Summative Assessment

	Target **5 points**	**Acceptable** **4 Points**	**Unacceptable** **3-0**
Part 1: **Teacher Roles,** **Responsibilities,** **Knowledge, Skills,** **and Dispositions** **Points x 2**	Candidate thoughtfully and concretely considers his/her future role and responsibilities as a teacher. Candidate thoughtfully reflects on the essential knowledge, skills, and dispositions of educators who work with diverse groups of students and who demonstrate a commitment to social justice. Essay makes relevant connections to sequence experiences. Essay demonstrates deep reflective thinking about candidate's own learning.	Candidate considers his/her future role and responsibilities as a teacher both in general and specific terms. Candidate reflects on the essential knowledge, skills, and dispositions of educators, with some consideration given to working with diverse groups of students and to demonstrating a commitment to social justice. Essay makes connections to sequence experiences. Essay demonstrates reflective thinking about candidate's own learning.	Candidate does not adequately consider his/her future roles and responsibilities as a teacher. Candidate does not adequately consider the essential knowledge, skills, and dispositions of educators who work with diverse groups of students and who demonstrate a commitment to social justice. Essay makes little to no connection to sequence experiences. Essay contains little to no reflection on candidate's own learning.

Part 2: Collaborative Relationships and Activities Points x 2	Candidate provides a thoughtful and reflective assessment of how course experiences have affected his/her understanding of the role of collaborative relationships in education. Examples from course experiences are used to discuss the impact of both the school community and the larger community on the educational environment of a school and student learning. Implications for future work are thoughtfully and concretely outlined.	Candidate assesses how course experiences this semester have affected his/her understanding of the role of collaborative relationships in education. Implications for future work are outlined.	Candidate offers little to no assessment of how course experiences this semester have affected his/her understanding of the role of collaborative relationships in education. Implications for future work are missing or not clearly outlined.
Writing	Writing is clear, with proper word choice and correct grammar and mechanics employed. Writing is skillful. Highly relevant and appropriate references are made to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included.	Writing is understandable, with mostly correct word choice, grammar and mechanics. Writing is average. References are made to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included.	Writing is poor and message is not clearly communicated. Poor word choice, improper grammar and mechanics. References are not included or are not appropriately selected. A reference list is not included or is not in APA format.

Sequence 1 Participation Grades

Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others' ideas. Participation will make up 20% of your final grade for each module and be determined using the following common rubric.

Rubric for Sequence 1 Course Participation

Category	5 points	4 points	3 points	0 points
Professional Attitude and Demeanor Part I	Always prompt and regularly attends classes.	Rarely late to class and regularly attends classes (No more than 1 absence).	Sometimes late to class and regularly attends classes. (No more than 2 absences).	Often late to class and/or poor attendance of classes (More than 2 absences).
Professional Attitude and Demeanor Part II	Always prepared for class with assignments and required class materials.	Rarely unprepared for class with assignments and required class materials.	Often unprepared for class with assignments and required class materials.	Rarely prepared for class with assignments and required class materials.
Level of Engagement in Class Points x 2	Always a willing participant. Contributes by offering ideas and asking questions regularly in small groups and the whole class.	Often a willing participant. Contributes by offering ideas and asking questions regularly in small groups or the whole class.	Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.	Never a willing participant. Never contributes to class by offering ideas or asking questions.
Integration of Readings into Classroom Participation Points x 2	Often cites from readings; uses readings to support points.	Occasionally cites from readings; sometimes uses readings to support points.	Rarely cites from readings; rarely uses readings to support points.	Never cites from readings; does not use readings to support points.
Listening Skills Points x 2	Listens when others talk, both in groups and in class. Incorporates or builds off of the ideas of others.	Listens when others talk, both in groups and in class.	Rarely listens when others talk, both in groups and in class.	Ignores or interrupts others when they talk, both in groups and in class.

Sequence Disposition 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.

Professionalism

	Exceeds Expectations	**Meets Expectations**	**Partially Meets Expectations**	**Does Not Meet Expectations**
Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication (D17) IL-LUC-DISP-2016.1 IL-LUC-DISP-TLSC.LUC-DISP-D17-B	Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus; initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus; respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and accept constructive feedback; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	Candidates occasionally report to class or field sites late, or fail to make up absences, occasionally are unprofessionally dressed or unprepared for class activities; occasionally do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students	Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities; do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students

Inquiry

	Exceeds Expectations	**Meets Expectations**	**Partially Meets Expectations**	**Does Not Meet Expectations**
Demonstrating that teaching is a complex practice with inherently political and ethical implications(D1) IL-LUC-DISP-	Candidates engage in school or community activities that foster change that promotes equity and takes actions related to the ethical guidelines related to the profession	Candidates consistently communicate through writing or orally that the profession of teaching requires them to take both	Candidates can communicate through writing or orally that the profession of teaching requires them to take both ethical and political	Candidates make statements in writing or orally that indicate a failure to recognize the responsibilities that teachers have towards creating

| 2016.1 IL-LUC-DISP-TLSC.LUC-DISP-D1-B | | ethical and political stances in their practice, and describe actions of practice to fulfill this stance. | stances in their practice, and can communicate ethical guidelines related to the profession | equitable environments or acting in ethical ways |

	Social Justice			
	Exceeds Expectations	**Meets Expectations**	**Partially Meets Expectations**	**Does Not Meet Expectations**
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 (D8) IL-LUC-DISP-2016.2 IL-LUC-DISP-TLSC.LUC-DISP-D8-B	Candidates identify, challenge, and communicate in writing or orally their biases and the impact these can have on decisions and actions as related to students learning and development, and take actions to be fair-minded, empathetic and ethical towards students.	Candidates recognize and communicate through writing or orally that their decision making and biases can impact students learning and development and communicate how these biases could impact their decisions and practices	Candidates recognize and communicate through writing or orally that a teacher's decision making and biases can impact students learning and development	Candidates make statements in writing or orally that indicate a failure to recognize how their decision making and biases can impact students learning and development

DCFS Recognizing and Reporting Child Abuse: Training for Mandated Reporters:
All teacher candidates must complete the mandatory training for recognizing and reporting child abuse. Candidates should complete the online training by the end of the first week of classes in TLSC 110. Candidates can access the training through the following URL: https://mr.dcfstraining.org/UserAuth/Login!loginPage.action. Candidates will receive a certificate that they must upload into LiveText to document they have successfully completed this required training.

VIRTUS Training:
All candidates must complete VITRUS training in order to observe and work in Catholic schools. Candidates must register for and attend the mandatory VITRUS training. You will be provided instructions on how to complete the online registration as well as receive information of the location and time your section will complete the face-to-face VITRUS training.

REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one inch margins, word-processed in Times New Roman, 11-12 point font, and saved electronically. You must have the capability to produce the assignment again. Computer problems are not an excuse for late work.

Unless otherwise noted, all assignments should be submitted via LiveText.
Uploaded files must be named using the following format: LastName_AssignmentName.
Example: Smith_ ReflectiveJournalEntry1.

When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list, since these are course readings.

Other references should be cited where applicable, following American Psychological Association style guidelines (APA – 6th edition). Please access the APA style manual through Loyola libraries or online at http://www.apastyle.org or https://owl.english.purdue.edu/owl/resource/560/01/.

Written assignments will be graded for accurate mechanics and English grammar usage as well as thoughtful, pertinent, and clear content. Please take advantage of the Loyola Writing Center for assistance. http://www.luc.edu/writing/

Assignments must be submitted on time. You will be penalized for any late work. If an emergency situation arises you must e-mail your instructor <u>before</u> the assignment is due. Technology issues do not count.

TLSC 110 Module Assignments
More detailed instructions, due dates and rubrics will be provided by your instructor.

Summative Assignment: 10% of final grade
See above.
Module Participation: 20% of final grade
See above.

Reflective Journal: 60% of final grade
You will complete four reflective journal entries in which you reflect on the following questions:
<u>Reflective Journal 1</u>
1. Read chapter 4 of *Educational Psychology 13ed.* and complete a *3.2.1 Summary*: 3 things you learned from the readings, 2 things that surprised you after reading the chapter, and 1 question you still have about supporting the language development of students and especially students learning English. Then use specific examples from the school site visits to explain how the ideas presented about language acquisition in the reading apply to the real classroom settings that you visited. Use proper APA citation when citing your text.

<u>Reflective Journal 2</u>
2. Read chapter 5 of *Educational Psychology 13ed.* and complete a *3.2.1 Summary*: 3 things you learned from these articles, 2 things that surprised you after reading the articles, and 1 question you still have about working with learners with diverse needs. Then use specific examples from the site visits to explain how the ideas presented about special needs students in the reading apply to the real classroom settings that you visited. Use proper APA citation when citing your text or other course resources.

3. <u>Reflective Journal 3</u>
4. What are you learning about the role of teachers and other school professionals with regard to diversity of students and a mission of social justice? What new questions do you have regarding the profession of teaching? Use specific examples from the school site visits and your course readings to explain or support your thinking and ideas. Use proper APA citation when citing your text or other course resources.

Reflective Journal 4

5. What understandings are you gaining about the knowledge, skills, and dispositions needed for teaching? What new questions do you have regarding the profession of teaching? Use specific examples from the school site visits and your course readings to explain or support your thinking and ideas. Use proper APA citation when citing your text or other course resources.

Journal entries should be 500 words in length. Journal entries should make specific reference to site observations as well as meaningful connections to course readings and discussions. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

Site Observation Log: 10% of final grade
You will complete a site observation log for each of the school visits you make. In addition to classroom visits, the log will also document any panel discussions or meetings that take place with school professionals. You are expected to bring a copy of the Observation log to each school visit. A copy of the Observation Log and scoring rubric can be found in Resource area of Sakai.

TLSC 120 Module Assignments

Summative Assignment: 10% of final grade
See above.

Module Participation: 20% of final grade
See above.

Concept Papers: 20% of final grade
You will write a short (500-600 words, double-spaced, 11-12 pt. font, typed) paper on information from specific readings during the course. These concept papers require that you think about concepts and related ideas from key developmental and learning theory perspectives introduced in course readings. As you read about each theoretical perspective, select one key concept or main idea that you wish to discuss in the paper. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

These papers must include three things:
1) A description (in your own words) of the concept you have chosen;
2) An analogy or metaphor describing the concept and appropriate related ideas; and
3) How the concept either applies to you as an individual or how you could apply the concept in your career as a teacher.

Development Chart and Implications for Practice Project: 30% of final grade
Over the course of the module, you will synthesize knowledge gained from assigned readings (about developmental theories, areas of development, and age-typical characteristics and observable milestones) as well as from site visits that highlight real world examples. The project will focus on birth through age 18 and on the following four key areas of development: language, socio-emotional, cognitive, and physical. The project is divided into two parts.

Part 1: At the start of the project, you will be provided with a developmental sequence chart template to work from that contains typical age-range characteristics and observable milestones for each area of development. To complete the chart, you will add real-life examples from your class or personal observations that illustrate the characteristics and milestones.

You will also include an explanation of the connection between the examples and the milestones. For instance, you might add a sentence like "This demonstrates that..." for each example.

Additionally, you will annotate the lists of characteristics and milestones and examples by adding statements that describe relevant theories, perspectives or other concepts presented in class readings and discussions. For instance, which theories or concepts are you reminded of in various sections of the chart?

Part 1 of the project is intended to prepare you to complete Part 2. You are encouraged to work collaboratively with your classmates on Part 1 of the project. Tips are also provided on Sakai to assist you. The chart will be submitted on LiveText.

Part 2: After completing the chart, you will select one age range and work *independently* to create an *Implications for Practice* application product. The format of the product is your choice, but the following objectives should be met:

- Clearly indicate the age range you have selected.
- Summarize major observable age-group milestones and characteristics across each of the four areas of development for the selected age range.
- Describe the implications for the information presented on the chart for your future teaching practice with that age range.
- Describe considerations you will give across different areas of development for English Language Learners in this age range.
- Describe what theories or perspectives will be useful in your own practice working with this age range and why you feel these are relevant.

You may choose the format of the product. Possible formats include, but are not limited to, a formal paper, a Prezi, a brochure, video, podcast, handbook for teachers or parents, etc. You are encouraged to discuss the format of the product with your professor before beginning Part 2 of this project. The product will be submitted on LiveText.

Learning Theories Museum Exhibit Project 20% of final grade:
You will work in groups of five for this project. You are a team of educational psychologists who are studying the role cultural institutions play in learning. You will select a specific exhibit or experience at your home museum and explain how it represents an educational experience through the lens of learning theories. You must provide a general explanation of how the exhibit or experience promotes learning and identify 3 or more aspects of the exhibit or experience that represent concepts, constructs, or elements of the learning theories you have studied during TLSC 120. You must describe the concept, construct or element and link it to a learning theory. (Keep in mind it is acceptable to draw on more than one learning theory or identify concepts, constructs or elements of different learning theories to complete this project.) Your group will produce either a brochure/ information page, web page, or 3-5 minute video as a product.

TLSC 130 Module Assignments

Summative Assignment: 10% of final grade
See above.

Module Participation: 20% of final grade
See above.

Reflective Journals: 20 % of final grade
You will complete a reflective journal entry in which you reflect on the following questions:

1. What and who comprise a community? What has influenced your thinking about the elements of community?
2. What are the funds of knowledge in the Edgewater/Rogers Park community? How are they valuable to student learning?

Journal entries should be 500 words or more in length. Journal entries should make specific reference to observations as well as meaningful connections to module readings and discussions. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

Community Asset Investigation: 30% of final grade
Teacher candidates will collaboratively complete a community asset investigation, which includes a community asset map of the resources related to their topic area, written report of their individual work, and individual reflections. In doing so, candidates will draw upon learning throughout the semester that has deepened understandings of issues that community members are influenced by (i.e., education, culture, religion, economics, housing, health, recreation, transportation, environment, politics).

Community Study Presentation: 20% of final grade
With their research team, teacher candidates will a web page that will incorporate the asset map that the group developed for their topic area and the information learned about each group member's organization. The group will also give a presentation about the process and findings of their community asset investigation to an audience made up of peers as well as school and community stakeholders.

Grading Scale for Sequence 1

Percent Range	Letter Grade
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
62% and Below	F

School of Education Information

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

Specifically grounded in the overarching principles of *Professionalism in Service of Social Justice*, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Diversity

By focusing on the policy and practice in urban classrooms, this sequence addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***