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*Preparing people to lead extraordinary lives*

**Sequence Two: Exploring Schools as Learning Environments and Communities**
*Teaching, Learning, and Leading with Schools and Communities*
School of Education, Loyola University Chicago
Spring Semester 2017

**Instructor Information**
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**Sequence Information**
Dates: 1/18/17 to 4/3/17
Days: Monday/Wednesday/Friday
Times:  8:15am – 10:15am
Campus Location:     Lake Shore Campus (LSC), Mundelein Room 606
School Site Location: Swift Elementary School, 5900 N Winthrop Ave, Chicago, IL 60660

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**Sequence Overview:**
The modules in Sequence 2 explore how the school is itself a community and how the organization and environment of a school influence student learning. This sequence builds off of Sequence 1's exploration of the local communities that schools are situated in. The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.

**TLSC 140:** Teaching, Learning and Leading for Social Justice (1 credit)
This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, and other social identities.

**TLSC 150**: Developing Constructive Learning Environments (1 credit)
This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments. Candidates will complete a classroom management self-assessment and develop a related action plan for enhancing a constructive classroom environment.

**TLSC 160**: Analyzing Culturally Responsive Classroom Instruction (1 credit)
This module builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning. Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching.

**Sequence 2 Participation and Attendance Policy:**
It is expected that teacher candidates in Sequence 2 schools will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete all assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in the PK – 12 classrooms and sequence instructional sessions on campus.  In the event of approved or excused absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective schools. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I
- ☐ 2-Always prompt and regularly attend sessions.
- ☐ 1-Rarely late and regularly attend sessions (No more than 1 absence).
- ☐ 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II
- ☐ 2-Always prepared for sessions with assignments and required materials.
- ☐ 1-Rarely unprepared for sessions with assignments and required materials.
- ☐ 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class
- ☐ 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- ☐ 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- ☐ 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation
- ☐ 2-Often cite from readings; use readings to support points.
- ☐ 1-Occasionally cite from readings; sometimes use readings to support points.
- ☐ 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills
- ☐ 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- ☐ 1-Listen when others talk, both in groups and in sessions
- ☐ 0-Rarely listen when others talk, both in groups and in sessions.

**Attendance:**
- Arrive promptly and maintain excellent attendance records. 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. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

**Dispositions Assessment:**

Each course in the School of Education focuses on one or more dispositions in the areas of Professionalism, Inquiry, and Social Justice. 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.

**Grading Scale for Sequence Two:**

| A | 93 - 100 |
|---|---|
| A- | 90 - 92 |
| B+ | 87 - 89 |
| B | 83 - 86 |
| B- | 80 - 82 |
| C+ | 77 - 79 |
| C | 73 - 76 |
| C- | 70 - 72 |
| D | 61 - 69 |
| F | 60 or below |

**Sequence 2 Summative Assessment:**

**Cajita Project:** Teacher candidates will construct a *cajita* (literal translation – little box) that captures how their intersecting social identities will impact their pedagogical approach. A cajita is a personal reflective "box" that represents who each student is as a person (through social identities), and the special talents she or he brings to the teaching profession. Students may select artifacts that represent but are not limited to individuals who have influenced and validated them, the kind of teacher they hope to be, and how they hope to make a difference in the classroom. Teacher candidates will utilize their knowledge of culturally responsive practice, social justice and constructing positive, inclusive learning environments to develop a cajita that illustrates what they learned about teaching, learning and leading with schools and communities, as well as themselves during this process.

Students will bring their cajitas on the last day of class to be displayed in our classroom gallery. The *cajitas* gallery walk involves about a twenty-minute silent walk as students take the time to observe and "take in" their peers' *cajitas*. Following the gallery walk, we will open the classroom for volunteers who would like to present their *cajitas.*

Photos of the cajitas will be uploaded to LiveText as jpeg documents.

Creativity is central to this project. So think outside the cajita!

**School of Education Conceptual Framework Standards:**

**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.
**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.

**Standards:** These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework www.luc.edu/education/mission/.

Conceptual Framework Standards addressed in this course:

- CFS3: Candidates demonstrate knowledge of ethics and social justice.

## TLSC 140: Teaching, Learning and Leading for Social Justice

**Module Essential Questions**
1. What does it mean to teach for social justice?
2. What are characteristics of culturally responsive pedagogy?
3. What factors have influenced my own cultural identity development? What cultural values do I bring to my teaching? What cultural factors do I bring to my learning?
4. How does a school organize or structure itself to draw upon its communities' unique assets and funds of knowledge?
5. What are the qualities of a healthy learning environment? Which of these are under the control of the teacher?
6. What is the importance of a healthy learning environment?

**Teacher candidate knowledge and skills assessed in this module:**
- EU1K1: Articulate core principles of social justice embedded in the LUC School of Education's Conceptual Framework and Enduring Understanding 1.
- EU1K5: Recognize the history, structure, politics, economics, values, needs, etc. of schools and their surrounding communities. (1C, 1E, 3C, 5D)
- EU1K6: Recognize the pervasiveness and longevity of the inequities in schools, and the structures and practices that perpetuate them. (8A)
- EU1K8: Recognize his/her own funds of knowledge, culture, identity, privileges and positionality. (9F, 9Q)
- EU1K9: Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities. (7A, 7C, 7H)
- EU7K1: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (1A) (IB)
- EU7K2: Explain strategies that incorporate FoK in classroom instruction and assessment. (3C; 7K) (IB)
- EU7K8: Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (3C)
- EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (1A, 3C) (IB)
- EU9K1: Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self-efficacy). (4A, 4E) (IB)
- EU9K2: Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)

- EU1S10: Notice and critique implicit messages about families, communities and individuals. (9F, 9Q)
- EU1S11: Empower students by providing opportunities to challenge the status quo and inequalities
- EU1S15: Generate critical reflection (verbal and written) that interrogates the authenticity of candidate's own educational philosophies, practices, and pedagogy related to issues of social justice. (9K, 9F)
- EU1S16: Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)

**Teacher candidate dispositions assessed in this module:**
- D1: demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
- 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, 9N) (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)
- D14: demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.
- D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

**TLSC 140 Module Assignments (assignment descriptions and rubrics are posted on Sakai):**
- Self-Documentation Project (40%)
- TLSC 140 Written Exam (20%)
- Reflections (20%)
- Participation (10%)
- Sequence Summative Assessment (10%)

**IDEA Course Evaluation Objectives**
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing specific skills, competencies, and points of views needed by professionals in the field most closely related to this course

At the conclusion of the module you will complete the course evaluation at http://luc.edu/idea/ using the Student IDEA Log In.

**Required Texts**

- Charney, R.S. (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K–8.* Turner Falls, MA: Northeast Foundation for Children**.** ISBN:  978-1-892989-08-6
- Sensoy, O. & DiAngelo, R. (2011). *Is Everyone Really Equal?  An Introduction to Key Concepts in Social Justice Education.* New York, NY: Teachers College Press.  ISBN: 978-0807752692
- Other readings will be required and available on Sakai.
- LiveText

## TLSC 150: Developing Constructive Learning Environments

**Module Essential Questions**
1. What are the characteristics of an effective classroom, including teacher/student and student/student interactions; the physical design of the classroom; classroom routines and rules?
2. How do teachers facilitate student learning?

**Teacher candidate knowledge and skills assessed in this module:**
- EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
- EU8K1: Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. (5F)
- EU9K1 - Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self-efficacy). (4A, 4E) (IB)
- EU9K2 - Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)
- EU9K3: Synthesize critical theories related to healthy classroom environments that address issues such as social and emotional competence, behavioral success, cultural identify, linguistic diversity, self advocacy, and disability awareness. (2A, 2B, 2C, 2E, 4A)
- EU9K4: Describe effective strategies for creating healthy learning environments based on tiers or a continuum of support. (4A, 4E, 4G)
- EU7S7 - Recognize the nature of shared expectations and responsibilities and the connection to teaching practices, student engagement, the professional language among educators, and student academic, cognitive, language, social outcomes and inclusion. (3H)
- EU9S1* - Design classroom procedures, routines, dialog, and processes that increase student's social and emotional, behavioral, and mental health by creating safe, caring, well managed, participatory and healthy learning environments; and acknowledging students' positive behaviors. (3H, 4I, 4J, 4K, 4M, 4N, 4O, 4P) (IB)
- EU9S3* - Design classroom structures that promote safe and healthy social, emotional, academic, and behavioral learning environments that facilitate student participation, reduce obstructions to learning, and reflect the diversity of their students. (1K, 3M, 4M, 4P, 5I, 5M, 5R)
- EU9S4: Demonstrate a continuum of responses to problem behavior and unhealthy social and emotional skill deficits through privacy of interactions, redirecting students to the appropriate responses, demonstrating dignity for self and others (e.g., using calm voice, non-aggressive body language), providing a rationale regarding why the behavior was inappropriate, re-teaching appropriate responses, encouraging students to problem solve rather than blame others, and delivering consequences for inappropriate behavior in a non-personal and professional manner. (4O)

- EU9S5: Demonstrate a continuum of responses to problem behavior and other issues that reflect best practices and legal guidelines (e.g., special needs, bullying, crisis intervention, initial responses to crisis, reporting abuse). (4F, 4O, 9B, 9C, 9R)
- EU9S6 - Evaluate personal instructional style (including the use of technology) and collaboration with others to determine if it creates instructional opportunities that promote learning and socially and emotionally health interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)

**Teacher candidate dispositions assessed in this module:**
- 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)
- 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)
- D15: valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

**TLSC 150 Module Assignments (assignment descriptions and rubrics are posted on Sakai):**
- Action Plan for an Effective Learning Environment (40%)
- TLSC 150 Written Exam (20%)
- Reflections (20%)
- Participation (10%)
- Sequence Summative Assessment (10%)

**Required Texts**
- Charney, R.S. (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K–8.* Turner Falls, MA: Northeast Foundation for Children**.** ISBN:  978-1-892989-08-6
- Sensoy, O. & DiAngelo, R. (2011). *Is Everyone Really Equal?  An Introduction to Key Concepts in Social Justice Education.* New York, NY: Teachers College Press.  ISBN: 978-0807752692
- Other readings will be required and available on Sakai.
- LiveText

**IDEA Course Evaluation Objectives**
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course

At the conclusion of the module you will complete the course evaluation at http://luc.edu/idea/ using the Student IDEA Log In.

**TLSC 160: Analyzing Culturally Responsive Classroom Instruction**

**Module Essential Questions**
1. What are fundamental components of culturally responsive teaching and culturally responsive classrooms?
2. What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged?
3. How do teachers facilitate student learning?

**Teacher candidate knowledge and skills assessed in this module:**
- EU3K1- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- EU3K2- Explain the scope and sequence in relevant standards (national, IL, CCSS). (3A)
- EU3K3- Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
- EU3K5-Describe how backward design thinking (goals, content, objectives, assessments, strategies) provides the framework for unit and lesson development. (IB)
- EU3K6-Explain the design principles and components of effective units and lessons that promote high expectations and accessibility for all learners. (3A, 5B) (IB)
- EU3K9- Describe core principles and practices of differentiating instruction and UDL. (5B) (IB)
- EU3K14- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (3E, 5C) (IB)
- EU3K16-Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
- EU7K6-Explain core principles and features of culturally responsive practice to meet the needs of diverse learners across general and specific classroom settings (e.g., bilingual, ESL, self-contained). (4B) (IB)
- EU7K7-Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
- EU7K8- Explain how the social, cultural and historical context affects the expectations of students, utilizing principles related to social, cultural, linguistic and economic capital. (3C)
- EU3S1- Consult academic texts or journals to read current research on designing instruction (9A) (IB)
- EU7S6- Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)

**Teacher candidate dispositions assessed in this module:**
- 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, 9Q) (IB)
- D4: demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (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)

- D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

**TLSC 160 Module Assignments (assignment descriptions and rubrics are posted on Sakai):**
- Interdisciplinary Curriculum Plan (40%)
- TLSC 160 Written Exam (20%)
- Reflections (20%)
- Participation (10%)
- Sequence Summative Assessment (10%)

**Required Texts**
- Charney, R.S. (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K–8.* Turner Falls, MA: Northeast Foundation for Children**.** ISBN: 978-1-892989-08-6
- Sensoy, O. & DiAngelo, R. (2011). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education.* New York, NY: Teachers College Press. ISBN: 978-0807752692
- Other readings will be required and available on Sakai.
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**IDEA Course Evaluation Objectives**
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- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course

At the conclusion of the module you will complete the course evaluation at http://luc.edu/idea/ using the Student IDEA Log In.

**School of Education Policies and Information**

**Diversity**
The diversity of students, parents, families, homes, and communities is central to this module, and candidates will have the opportunity to explore cultural, linguistic, ability and many other forms of difference. In this way, candidates will: (a) push "beyond the label" to explore the resources and funds of knowledge present within the school, (b) analyze how the school aligns and incorporates those resources into educational practice, and (c) make suggestions for ways to improve school-based practice with diversity in culture, language, and ability.

Specifically related to ELLs, the strong basis and emphasis on culturally responsive pedagogy and practice in this module will prepare candidates to explore linguistically responsive pedagogy and practice in the upcoming sequence (Sequence 3). A key element for addressing special education will be discussions about how teachers are integrating individual student IEP goals into curriculum as a means of being culturally responsive based upon ability. This module is also a good place to discuss inclusion as a school wide philosophy, rather than an isolated set of practices that occur in individual classrooms.

# 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.***