



**LOYOLA
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Preparing people to lead extraordinary lives

**TLLSC 380/470: Teaching, Learning and Leading with Schools and Communities
Sequence 8: Mastering Teaching, Learning and Leading**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Spring Semester 2018

Instructor Information

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Module Information

Dates: January 22, 2018 – April 27, 2018

Days: Monday Seminar

Times: 5:00pm – 6:45pm

On-Campus Location: Mundelein 503

Off-Site Location: St. Ignatius Convent; 1019 S. May Street

Sequence Description

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 certification. Candidates will work school sites while being supervised by their Internship Coach. Monday night seminars will be held on campus (or when indicated, off-site) and led 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 470 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 students 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 connected to the IDEA Course Evaluation Request below are:

- Learning to apply course materials to improve thinking, problem solving, and decisions
 - 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
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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 Assessment:

All student in the School of Education are assessed on one or more dispositional areas of growth across our programs. Students are offered opportunities to receive feedback on their dispositional growth in the areas of **Professionalism, Inquiry and Social Justice**. Disposition data is reviewed regularly by faculty to work with students to develop throughout their program and address any issues as they arise. The specific disposition or dispositions for this 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).

See Disposition Rubric provided in LiveText for assessment specifics.

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 abide by their school site's attendance policies as to maintain consistency for students and school professionals. Ask your instructor how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your Instructor 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.
- 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

- **Teaching Evaluations: 50% of final grade**

- Candidates, in collaboration with their Internship Coach, will arrange for 2 formative (interim) teaching evaluations and 2 summative (midterm and final) evaluations. Evaluations should be signed by participants and uploaded to LiveText by University Coach.
- Candidates must submit a written lesson plan analysis (see template) to their Coach no later than 24 hours prior to each observation via email (**and submit lesson in LiveText**).
 - Midway through the Sequence 8, sometime during weeks 7-8, a summative mid-term evaluation/observation will be completed. The Internship Coach (and administrator, if available) will complete a mid-term evaluation of the Candidate. The mid-term evaluation is meant to identify the Candidate's progress or lack thereof. While a formal debriefing with teacher, administrator and coach is not necessary, the Internship Coach is expected to discuss /send via email to the administrator his/her mid-term evaluation of the Candidate.
 - The final observation will include the final evaluation and a summative debriefing of the Candidate's progress or lack thereof. This final observation and meeting will occur sometime during weeks 14-15. Both the Internship Coach and the administrator (if available) will complete a final evaluation of the Candidate, 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 Internship Coach and the Candidate, and will include the identification of goals on which the Candidate is to work for the next observation. These observations are to be scheduled in accordance with the schedules of the Candidate, Cooperating Teacher and Internship Coach.
 - **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 Internship Coach.

- **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, every day 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 **via LiveText** 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 which must also be submitted **via LiveText**.

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

- Candidates will gradually throughout the semester reflect on issues related to classroom management and developing positive relationships with children (as guided by journal topics assigned by university coaches). Candidates will analyze the classroom management plan already in place and embrace opportunities 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 change a rule. Candidates will attempt to determine the function that impeding behaviors have for individual students who do not follow classroom rules/procedures. They will reflect on issues related to classroom management and gradually develop their own position on classroom management. A summary of these considerations will be submitted as a short essay via LiveText.

- **School Service Hours: 5%**

- Candidates 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 Internship Coach. Your school service form should be submitted in LiveText.

- **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.

- **Engaged Learning Documentation**

- All students enrolled in an engaged learning class are required to document their site information and learning outcomes in LOCUS. This information is used for institutional research and documentation; however, most important to you, it is used for risk management/insurance purposes and to substantiate your fieldwork experience. Follow the instructions at this webpage to enter your information: <http://www.luc.edu/experiential/forstudents/locustutorial/>.

- 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.
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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

Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago, School of Education’s Conceptual Framework (<http://www.luc.edu/education/mission/>) emphasizes action and impact through education.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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

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**.