TLSC 300B: Professional Learning Communities
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring 2018

Instructor Information
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Session Information
Dates: 4/9, 4/16, 4/23
Meeting times: 4:15-6:15 pm
Location: Mundelein 519, Lake Shore Campus

Session Description

Professional learning communities (PLCs) serve as the touchstone of teaching and learning in the Teaching, Learning, and Leading with Schools and Communities (TLLSC) teacher preparation program, bringing together teacher candidates within specialty areas to share and co-construct knowledge, skills, and dispositions applied to their classroom contexts. Facilitated by faculty members with expertise in the specialty area, the PLCs serve as communities of practice where candidates come together to (a) learn about timely topics in ELA instruction through guest lectures by practicing teachers and active questioning (b) share learning from various school- and community-based experiences with each other and (b) synthesize learning through reflection and discussion. In this way, candidates work together to increase their content and pedagogical expertise.

Required Readings

- Readings and resources will be posted on the Sakai site for the course

- There are no readings for the first night of class

Required Assignments
- For the first class teacher candidates must come to class ready to discuss how to meet the needs of diverse learners, specifically English language learners, in English classrooms.
- Subsequent assignments will be based on teacher candidate interest and themes that emerge in our PLC discussions.

Session Goals

Essential Questions:
- What are pertinent factors of teaching, learning, and leading with schools and communities?
- How does theory connect with your learning and experiences in this sequence?
- How do sequence learning and experiences connect with past learning and experiences?
- How will you use your learning to guide subsequent problem-solving in education?
- What are the connections between your learning and experiences across this sequence and professionalism in service of social justice?
- What goals do you have for future learning in your chosen specialty area to increase your content and pedagogical expertise?

As a part of this experience, candidates will understand that effective educators:
- 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 and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students (EU2).
- Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice (EU10).

As a part of this experience, candidates will:
- Use goals and procedures to guide PLC dialogue and to synthesize and make meaning of the learning and experiences across sequences.
- Engage in collaborative discussion and learning related to teaching, learning, and leading, as well as professionalism in service of social justice.
- Engage in dialog and make connections between sequence learning and experiences with pertinent theories and principles and specialty area teaching and learning.
- Complete the sequence summative assessments for their particular sequence related to the specialty area with individualized support from faculty facilitators.

As a part of this experience, candidates will be assessed on the following dispositions:
- Develop awareness that teaching is a complex practice with inherently political and ethical implications.
- Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.

- Participate in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.
- Reflect on how one's actions affects others and as a result demonstrate respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy.
- Demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.
- Recognize the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations.

IDEA Objectives:

As a part of this experience, candidates will:
- Learn to apply course material to improve thinking, problem solving, and decisions.
- Acquire skills in working with others as a member of a team.
- Acquire an interest in learning more by asking questions and seeking answers.

At the end of the module, you will be prompted to complete the module evaluation. Please go to http://luc.edu/idea/ and click on the **Student IDEA Log In**. Your feedback is important to the continual development and improvement of the module. Please complete the course evaluation be the posted deadline.

Grading and Assessment
- **Grading**: This course will be graded on a Pass/Fail basis.
- **Attendance**: PLCs, a 1-credit-hour experience across the academic year, meet only six total sessions – 3 sessions at the end of fall semester, and 3 at the end of spring semester. Because of the limited time of the experience, candidates are expected to attend every session. With a pertinent reason, the instructor may choose to allow the candidate to participate virtually for 1 of the 6 sessions – using Skype or other technology to engage with the PLC while not physically present. If an emergency arises, faculty always have the option of making accommodations. Attendance is mandatory and failing to be present will result in a grade of No Pass for TLSC 300: Professional Learning Communities.
- **Participation**: In addition to the importance of attendance, active participation is central to PLCs. To receive a passing grade, candidates must come ready to actively participate in PLC dialog. This implies having read any assigned readings and completed any assigned tasks determined by the instructor or by the PLC as a whole.
- **Assessment**: At the close of each semester, following the completion of the PLCs and submission of sequence summative assessments, candidates will reflect upon personal and professional learning during that semester, specifically on Conceptual Framework Standards 1 (synthesizing their learning about teaching, learning, and leading with schools and communities) and 6 (collaborating with peers and making decisions about practice to model professionalism in service of social justice).

Session Experiences

- PLCs, by nature, are flexible and responsive to the evolving needs of the participants. Whereas the introductory session of the academic year will be used to inform candidates about the pertinent PLC structure and relation to the overall TLLSC program, ongoing sessions are flexible based on candidates' needs.
- Within the larger PLC section, candidates will engage in *Teacher Candidate Inquiry Groups* (TCIGs). These smaller groups will be organized by program area (e.g., secondary, elementary) and interest and will span program years and developmental stages in teacher development (e.g., freshman, sophomore).
- The TCIGs will serve as the primary locale for candidates to set goals for learning, ask questions about their practice, seek out resources to mediate discussion, and work through problems and solutions together. The instructor will participate and facilitate these TCIG discussions, but they are meant to be emergent from candidates' interests, questions, and ideas as they apply learning from the semester to areas of expertise. .

School of Education Policies and Information

Please find additional information at www.luc.edu/education/syllabus-addendum/

Conceptual Framework:

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/. – standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practice*s*

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 *inquiry, social justice, and professionalism*. 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. The dispositions for the Teaching and Learning area of the School of Education are below.

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Technology

Candidates will be responsible for regularly accessing their Sakai accounts at http://sakai.luc.edu. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates <u>MUST </u>use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments. Find more information at http://www.luc.edu/education/admission/tuition/course-management-fee/

Diversity

By focusing on individual, diverse students in urban classrooms, this module 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).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

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.*