



**LOYOLA
UNIVERSITY
CHICAGO**

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 2021

Instructor Information

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Sequence 2 Information (TLSC 140, 150, 160) Section 001

Dates: 1/20/21 – 4/9/21

Days: MWF

Online Course

Times: 8:10am – 10:10am

Sequence 2 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 in which schools are situated. Sequence 2 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: Constructive Learning Environments for Diverse Students (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 develop a curriculum plan that reflects UbD and UDL and reflects critical components of culturally responsive teaching.

Practices for Online Course

Personal Matters:

If you have a personal matter that you want to discuss confidentially, please e-mail me at kferguson@luc.edu. Every effort will be made to reply to e-mails received M-Th within 24 hours.

Intellectual Property of Materials:

All materials posted on our Sakai site and used in this course are protected intellectual property and cannot be used or disseminated outside of this course without explicit permission of the instructor or owner.

Privacy for Online Course:

Respecting Others:

As we are a learning community, it is important that we respect each other's ideas, thoughts and experiences. Please be aware that people in our learning community may share personal experiences during class or online that are relevant to the course discussion. As a member of this community please show respect for what is said in class sessions and online. Please maintain confidentiality regarding your classmates' personal experiences and do not share them outside our class.

Zoom Recordings:

Synchronous class sessions via Zoom video conferencing software may be recorded but only made available to this class through the course Sakai site. If a Zoom class session is recorded and shared with other courses, as in the case of a guest speaker, the instructor will gain permission from students so that the recording can be shared with other classes or sections.

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 during sequence instructional sessions on campus or online. In the event of approved or excused absences, candidates should contact the professor 24 hours in advance of an absence if possible. 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.

Participation Guidelines

- 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.
- Inform your professor 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, inquiry and/or social justice. 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 2

| | |
|-----------|--------------------|
| 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: Monologue

Teacher candidates will build upon their experiences in Sequence 1, as they explore and get to know the unique features of schools. Teacher candidates will create a culminating monologue that captures how their social identities will impact their pedagogical approach. Teacher candidates will utilize their knowledge of culturally responsive practice, social justice and constructing positive, inclusive learning environments to develop a monologue that illustrates what they learned about teaching, learning and leading with schools and communities, as well as themselves during this process. The monologues will be uploaded to LiveText as Word documents and performed in class on the last day of TLLSC 160, April 9, 2021.

1. Candidates will perform their monologue in class.
2. Candidates will submit their monologue on LiveText.
3. Candidates will submit a 700-750 word reflection focusing on what the monologue reveals about themselves as future teachers with multiple factors influencing their identity.

Loyola University Acknowledgement of Land Occupation

The Loyola community occupies the ancestral homelands of the people of [the Council of Three Fires](#), an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes

the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.

This historical relationship is not innocuous. The [1833 Treaty of Chicago](#) forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.

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 factors have influenced my own cultural identity development?
2. What cultural values do I bring to my teaching? What cultural factors do I bring to my learning?
3. What role do race and racism play in the personal, classroom, organization, and institutional responses and actions of school faculty and staff? How might this awareness speak to our instructional approaches and practices?
4. What does it mean to teach for social justice?
5. How does a school organize or structure itself to draw upon its community's unique assets and funds of knowledge?

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%)
- Reflection Essays (2) (30%)
- Participation (20%)
- Sequence Summative Assessment (10%)

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

Required Texts

- 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
- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. *Teaching to change the world*. (2013). Paradigm Publishers. (Electronic copies of this text will be provided)
- Other required readings will be available on Sakai.

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 that takes into consideration cognitive, social/emotional, physical, linguistic, cultural and civic development?
3. How do teachers effectively strike a balance between the demands for cognitive development and the development of the whole child?
4. What are the qualities of a healthy learning environment? Which of these are under the control of the teacher?

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 identity, 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%)
- Reflection Essays (2) (30%)
- Participation (20%)
- Sequence Summative Assessment (10%)

Required Texts

- Other readings will be available on Sakai.
- LiveText

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

TLSC 160: Analyzing Culturally Responsive Classroom Instruction

Module Essential Questions

- What are fundamental components of culturally responsive teaching and culturally responsive classrooms?
- How do teachers facilitate student learning in diverse contexts?
- What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged?

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%)
- Reflections (2) (30%)
- Participation (20%)
- Sequence Summative Assessment (10%)

Required Texts

- Beside the core text, most readings will be available on Sakai.

Course Evaluation Objectives

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding diverse perspectives, global awareness, and 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

REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one-inch margins, using Times New Roman, 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/>

All written work should be handed in on the due date. Exceptions to this policy are rare and for extreme cases supported by documentation (e.g., doctor's note). If an emergency situation arises you must e-mail your instructor before the assignment is due. Technology issues do not count. Late work will be assessed penalties according to the following scale: 1 day = 10% deduction; 2 days late = 20% deduction; 3 days late = 30% deduction; 4 days late = 40% deduction any; five days late = 50% deduction. Assignments more than five days will not be accepted.

School of Education Policies and Information

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.

Notification of Privacy for Online Classes

Most of our classes will take place online. It is important that we all take precautions to protect the privacy rights of fellow students. The online classroom sessions will not be recorded to ensure that any statements made in class

cannot be used at a later date. Any external video or print materials that are presented during online classes will be available on the Sakai Resources page following class.

Loyola University Chicago School of Education Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed. <https://www.luc.edu/course-evaluations/>

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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

- <https://www.luc.edu/education/studentlife/resources/syllabi/>.

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*.