



LOYOLA UNIVERSITY CHICAGO

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 2020

Instructor Information

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Module Information

Dates: January 13, 2020 – April 24, 2020

Days: Monday Seminar

Times: 5:00 – 6:45pm

On-Campus Location: Virtual

Sequence Description

During this rigorous module, candidates will continue their work with their co-teachers also as they begin the transition into full-time teaching responsibilities. 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 student teaching and prior to certification. Candidates will work with their Co-teacher five days per week while being supervised at the school site by their Internship Coach. Monday night seminars will be held on campus and lead by the Internship Coach to encourage critical thinking around teaching experiences and issues. During this sequence, candidates will also complete the official edTPA assessment for licensure in Illinois. Candidates will administer, record, analyze, and reflect upon their unit. TLLSC 380 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**

SmartEval Objectives connected to the SmartEval Course Evaluation Request below are:

- Learning to apply course materials
- 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

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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 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)
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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 attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your instructor and co-teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.

- Inform your Instructor, Coach and Co-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.
 - Reference TLLSC Internship Handbook for more detailed information regarding attendance and notification policies.
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Module Assignments

● **Module Participation & Reflections: 25% of final grade**

- Candidates are expected to consistently and actively participate in all TLSC 380 class activities and discussions synchronous or asynchronous. Since much of this module is based additionally on virtual site interactions, candidates are expected to communicate and collaborate professionally with co-teachers and students and will be evaluated by a **participation rubric** by both their internship coach and co-teacher.
- Candidates will work to establish a schedule/responsibilities with their co-teacher based on the expectations for this course and the supports required by the school/teacher/students and fulfill those responsibilities as agreed for the duration of the session. Candidates should aim to transition into full-time teaching based on the suggested pacing guide whether teaching in-person, virtually or in a hybrid format. Candidates must document their time EACH WEEK in a google doc using the **Communication & Collaborations form** provided and update the doc weekly. Co-teachers should verify each week's attendance/entry by adding their "signature" in a comment box. Candidates should submit their full google doc to Livetext 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**.

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

- Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for a total of 4 teaching evaluations: 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.

For Each Lesson Evaluation

- Candidates will prepare a full written lesson plan and materials for a virtual lesson or in-person lesson presentation/activity. Candidates will coordinate with their coach and co-teacher a date/time to implement the learning activity for their students. Coaches and co-teachers should be invited/present to your lesson presentation to observe your lesson. IF COACHES are not able to join a session in real-time, candidates should plan to record the session and share it with their coaches per the consent guidelines provided by their school CPS. Candidates must submit written **lessons plans (see template) , links and materials to Coach and Co-teacher(s) no later than 72 hours prior to each observation via email and in advance and submit in Livetext.**

Mid-Term Summative Evaluation (1)

- Midway through the Sequence 8, sometime during weeks 7-8, a summative mid-term evaluation/observation will be completed. Both the Internship Coach and the Cooperating Teacher 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 including the Cooperating Teacher is not necessary, the Internship Coach is expected to discuss/meet in person/meet via email/meet via phone conference with the Cooperating Teacher regarding his/her mid-term evaluation of the Candidate.

Final Summative Evaluation (1)

- The final student teaching evaluation/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 Cooperating Teacher will complete a final evaluation of the Candidate, and will participate in a portion and/or all of the final debriefing.

Interim Evaluations (2)

- The interim observations will be formative 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.

Grading of Evaluations

- **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.

• Classroom Management Plan: 10% of final grade

- Candidates will gradually throughout the semester discuss with their Cooperating Teacher issues related to classroom management and developing positive relationships with children (as guided by journal topics assigned by university coaches). Candidates will ask for specific information about the classroom management plan already in place and ask for an opportunity 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.
- Candidates whose site placement does not allow for this type of inquiry under our current circumstances can instead submit a plan and reflective essay on how classroom management has shifted in remote settings, what considerations must teachers make, expectations for participants, effective strategies for good practice and addressing issues that might arise. Candidates should use the classroom management rubric to guide this response and submit in the Livetext portal for Classroom Management Plan.

• 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. These hours may be in-person or virtual. School service projects should be a minimum of 10 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.
- Candidates whose site placement might not be able to provide opportunities for service under our current circumstances can choose to fulfill this requirement by submitting *an annotated list of school community resources developed to share with potential students and families. They should create an asset map of the organization and provide 2 community resources with a brief description of highlights/services in each of the following categories:*
 - *Health and Wellness*
 - *Financial/Economic/Legal Assistance*
 - *Language Services*

- *Childcare/Educational Supports and Service*
- *Recreational/Entertainment Resources*

- **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/>.

Module Reference Books

- 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.

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

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- 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.

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/

Center for Student Access and Assistance (CSAA)

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. **If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.***

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***.