



**LOYOLA
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Preparing people to lead extraordinary lives

**TLSC 370/461: Designing and Implementing Relevant Assessment and Instruction:
Teacher Performance Assessment (edTPA) Preparation
Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant
Instruction and Assessment**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Spring Semester 2021

Instructor Information

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Module Information

Dates: January 19, 2021– March 12, 2021

Days: Monday Seminar

Times: 5:30 – 8:00pm **1/25/21 & 2/22/21 after 460 seminar

On-Campus Location: Virtual

Sequence Description

During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to 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 two 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 a Loyola University Instructor. This sequence also prepares candidates for the required edTPA project they will complete during their student teaching in Sequence 8. Candidates will compose a pilot edTPA project. Candidates will administer, analyze, and reflect upon an assessment. This sequence will better prepare candidates for independent work by also discussing components of the Teacher Performance Assessment (edTPA). Where TLSC 360 will represent the academic content required of candidates, TLSC 370 will guide the fieldwork experience required by that work through on-site observation, feedback and reflection focusing heavily on professionalism in teaching and disposition. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Goals

Essential Questions:

- How does my knowledge and understanding of my students impact my assessment development and implementation?
- How do my curriculum and instruction choices impact the classroom environment?
- How does my use of data support student success?
- How does my formal and on-going reflection on the impact on my students' learning aid in my development as a professional educator?

As a part of this module, 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.
- 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.
- 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).
- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
 - **EU1 S7** Apply strategies that recognize and account for students' prior knowledge and also address gaps in students' skills required for knowledge attainment. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I)
 - **EU2 S8** Provide students opportunities to develop and utilize collaborative communication, problem-solving and work skills. (4C, 4K, 4N, 5I) (IB)
 - **EU4 S7** Maintain student records with appropriate confidentiality. (7P, 9J)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
- Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving.
 - **EU3 S9** Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5L, 5I, 5M, 5Q, 5S, 8N) (IB)
 - **EU6 S10** Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (2K) (IB)
 - **EU6 S11** Use resources and multiple representations of content effectively, including technology, to enhance student learning. (2I, 2J, 2L, 2M, 2O) (IB)
 - **EU7 S6** Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)
- 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.
 - **EU3 S10** Adjust teacher's role in the instructional process as instructor, facilitator, coach, or audience in relation to content and purposes of instruction and needs of students. (5K) (IB)
 - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
 - **EU3 S16** Adjust plans on the basis of demographic and instructional data to maximize alignment of goals, content, assessments, instruction, and resources. (1H, 3J, 5P) (IB)
 - **EU3 S18** Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M, 5J, 5P) (IB)
 - **EU4 S5** Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)
- 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.
 - **EU6 S12** Reflect and analyze past lessons to improve in the future. (9K) (IB)
 - **EU2 S9** Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J)

- 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.
 - **EU9 S6**Evaluate personal instructional style, use of technology, and collaboration to promote learning, curiosity, and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)
 - **EU9 S8**Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (1C; 4N (i.e., students with special needs, ELL, gifted). (5M, 5N, 8I, 8O, 8S, 9K, 9N) (IB)

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.

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (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)
- **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.
- **D17** demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

TLSC 360/460 Disposition Rubric			
Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Exceeds Expectations

D4: Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.			
Candidates communicate the importance of collaborative relationships in order to enhance student learning and development; and communicate the importance of the role that teachers, administration, families, and communities play in student successes	Candidates passively participate in collaborative relationships with peers and co-teacher educators focused on enhancing student learning and development	Candidates take on leadership role when working with peers or co-teachers while engaging in collaborative relationships beyond their immediate colleagues to promote student learning and development	Candidates organize opportunities to engage in and lead collaborative efforts with a variety of stakeholders (i.e. students, teachers, administrators, family, community) to enhance learning and development of students
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			
Candidates recognize and communicate through writing or orally that their decision making and biases can impact students learning and development and communicate how these biases could impact their decisions and practices..	Candidates evaluate their biases, implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and reflect upon their actions with an awareness of how their behavior and biases impact students	Candidates question the biases of others, encourage others to implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and serve as a role model to others	Candidates lead an effort that promotes respect, fair-mindedness, empathy, and ethical behavior toward all learners so as to change the school-wide culture related to student learning and development
D12: Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students			
Candidates make statements that limit students or are inconsistent in establishing high expectations for all learners or design and implement instruction that challenges select students	Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations	Candidates design and implement instruction that challenges students to reach high expectations and create environments that promote opportunities for self-determination	Candidates lead an effort to promote opportunities and support others in facilitating goal setting and self-determination for students on a grade or school wide level
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			
Candidates are inconsistent in developing and implementing instruction that is differentiated to meet the needs of all learners or resist the use of strategies that would benefit learners needing support	Candidates are consistent in developing and implementing instruction that is differentiated to meet the needs of all learners or are inconsistent in the use of strategies that would benefit learners needing support	Candidates create opportunities to engage all students by differentiating instruction to meet the needs of each learner and consistently evaluate their practice and collaborate with others to ensure success for all students	Candidates advocate for the use of differentiated instruction to meet the needs of each learner during grade level team and/or school wide efforts to promote inclusion
D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.			
Candidates occasionally report to class or field sites late, or fail to make up absences, occasionally are unprofessionally dressed or unprepared for class activities; occasionally do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette	Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus; initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance; use	Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities; proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve issue independently; use	Candidates report to class or field sites early, are dressed in professional attire, are prepared for course activities, and take advantage of additional opportunities to engage with the sites; proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and take ownership of resolving issues independently; use

when interacting with faculty, co-teachers, peers, or students	appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students	appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.
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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.

Module Assignments

- **Module Participation: 30% of final grade**
 - Candidates are expected to consistently and actively participate in all TLSC 461 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 must document their time using the **Communication & Collaborations form** provided and submit the form to their University Coach weekly via google docs and then to Livetext at the conclusion of their module. The goal is to fulfill 16-18+ hours of interactions/observations/teaching/ planning/support per week. Ideas for these interactions can/should include but are not limited to:
 - Collaborating on planning and development of curriculum and curricular materials:
 - Virtual planning sessions, team meetings, etc.
 - Weekly calendars
 - E-learning activities/presentations 1-2 per week
 - Traditional in-person lessons the teacher might teach for you in a hybrid format
 - Creating Learning Materials/Resources
 - Creating Assessments

- Exploring virtual/remote-learning resources
- Observe/Support Virtual Instruction
 - Attend/assist virtual instruction sessions your teacher is providing to students
 - If your school is hybrid, observe/assist in-person instruction by zoom
 - Present 1-2 lessons (virtual/in-person) per week beginning week 3/4
 - Perhaps host weekly student Q&A/support sessions for 1-2 hours/week
 - Assist with grading and other administrative responsibilities

Participation that would have reflected attendance at school site will be replaced by participation in/completion of supplemental e-activities/assignments/responsibilities that will be tracked by coaches and included as part of this grade.

- 1 e-learning/lesson post/forum response weekly
- weekly communication/collaboration logs submission
- weekly reflections

- **Teaching Evaluations: 40% of final grade**

- Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 4 teaching evaluations to take place on an approximately bi-weekly basis. These evaluations will include 2 live recorded virtual lesson observations and 2 traditional written lesson conferences. Candidates must submit a written lesson plan analysis (see template) to their Coach and Co-Teacher no later than 72 hours prior to each observation via email **AND** LiveText. Evaluations should be signed by participants and uploaded to LiveText by University Coach.
 - **Live Lesson Observations (2)**
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 implement the learning activity to 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 CPS. Lessons, links and materials should be emailed to coaches and co-teachers 72 hours in advance and submitted in Livetext.
 - **Lesson Conferences (2)**
Candidates will prepare a full written lesson plan and materials for traditional in-person classroom instruction. Candidates will coordinate with their coach and co-teacher a date/time for a virtual conference to review the lesson and obtain feedback on this work and considerations for future implementation. Lessons, links and materials should be emailed to coaches and co-teachers 72 hours in advance and submitted in Livetext. Candidates will also submit a 1-page conference reflection in Livetext.

- **Weekly Reflections: 20% of final grade**

- Candidates will write weekly reflections of a full page in length. Reflections should focus on course topics, readings, discussions, and field experiences in response to prompts given in class. Reflections should discuss

students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Candidate must submit a screenshot of their Communication/Collaboration log with each reflection submission. Submit via LiveText.

• **Summative Assessment: 10%**

- Candidates will complete and submit the practice edTPA project as outlined by their TLSC **360/460** instructor. Candidates must work to obtain proper consent at the very start of their experience for the group of students they will work with. Candidates will discuss with their co-teacher immediately as to what content material they should focus on implementing based on the timeline for the assignment and use that discussion as a basis for writing goals and objectives and building assessments. Rubric in LiveText

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.

Tentative Module Schedule

Week Of...	Readings/Assignments	Assignment Due
January 18th No class - MLK Day	Download, Duplicate and Distribute edTPA consent	Aim to have all consents by week of 2/1
	Complete Internship Info Form	Email to Internship Coach by 1/29
	Weekly Reflection	In LiveText by 9pm Fri. 1/22
	Work Log Verification	In GoogleDoc by 9pm Fri. 1/22
January 25th Submit Internship Info Form to Coach	Complete Internship Info Form	Email to Internship Coach by 1/29
	Work Log Verification	In GoogleDoc by 9pm Fri. 1/29
	Weekly Reflection	In LiveText by 9pm Fri. 1/29
February 1st All edTPA/recording consents obtained Aim to complete Lesson Feedback Conference #1 by this week	Weekly Lesson/Activity Post	In Sakai Assignments by 5pm Mon. 2/1
	Weekly Lesson/Activity Responses	In Sakai Forum by 5pm Wed. 2/3
	Work Log Verification	In GoogleDoc by 9pm Fri. 2/5
	Weekly Reflection	In LiveText by 9pm Fri. 2/5
February 8th	Weekly Lesson/Activity Post	In Sakai Assignments by 5pm Mon. 2/8
	Weekly Lesson/Activity Responses	In Sakai Forum by 5pm Wed. 2/10
	Work Log Verification	In GoogleDoc by 9pm Fri. 2/12
	Weekly Reflection	In LiveText by 9pm Fri. 2/12
February 15th Aim to complete Live Lesson Feedback Conference #1 by this week	Weekly Lesson/Activity Post	In Sakai Assignments by 5pm Mon. 2/15
	Weekly Lesson/Activity Responses	In Sakai Forum by 5pm Wed. 2/17
	Work Log Verification	In LiveText by 9pm Fri. 2/19
	Weekly Reflection	In LiveText by 9pm Fri. 2/19

February 22nd	Weekly Lesson/Activity Post	In Sakai Assignments by 5pm Mon. 2/22
	Weekly Lesson/Activity Responses	In Sakai Forum by 5pm Wed. 2/24
	Work Log Verification	In GoogleDoc by 9pm Fri. 2/26
	Weekly Reflection	In LiveText by 9pm Fri. 2/26
March 1st Aim to complete Lesson Feedback Conference #2 by this week	Weekly Lesson/Activity Post	In Sakai Assignments by 5pm Mon. 3/1
	Weekly Lesson/Activity Responses	In Sakai Forum by 5pm Wed. 3/3
	Work Log Verification	In GoogleDoc by 9pm Fri. 3/5
	Weekly Reflection	In LiveText by 9pm Fri. 3/5
March 8th Aim to complete Live Lesson Observation #2 by this week	Weekly Lesson/Activity Post	In Sakai Assignments by 5pm Mon. 3/8
	Weekly Lesson/Activity Responses	In Sakai Forum by 5pm Wed. 3/10
	Work Log Verification	In GoogleDoc by 9pm Fri. 3/12
	Weekly Reflection	In LiveText by 9pm Fri. 3/12

**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 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.

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

(LINK UPDATED 2/12/2021) <https://www.luc.edu/education/studentlife/resources/syllabi/>

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***.