

Diane Profita Schiller CIEP 351
Professor of Education
Granada 445.2
773-508-8337
dschill@luc.edu

Office Hours

7:00-8:00 am virtual by ZOOM
and by appointment

Responsiveness: Email will be monitored daily. You can expect a response within 24 hours.

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page. The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in [on-campus surveillance testing](#)—even if fully vaccinated and boosted.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

***Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.

COURSE DESCRIPTION

This course is designed to help candidates construct a conceptual framework within which they can effectively respond to the needs of middle school students. Candidates will learn about the middle school philosophy and will examine how those beliefs and values affect curriculum, teaching, and assessment. Candidates will be expected to demonstrate their learning in a variety of ways.

Conceptual Framework: Conceptual Framework and Conceptual Framework Standards

The School of Education's *Conceptual Framework—Social action through education*—is exemplified within the context of this course. It is the goal of this course to help you become excellent math teachers. Since algebra is the key to higher education, the foundation work that you do in mathematics will assist all students to achieve their highest potential.

STANDARDS

SOE Conceptual Framework Standards (CFS)

- 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 practices.

Learning Outcomes

In their written responses, oral presentations and/or projects candidates will be able to:

1. Describe learners multiple dimensions and explain how those dimensions impact teaching and learning. (ISBE Standards 3 & 5);
2. Describe the developmental characteristics of young adolescents and analyze how those characteristics are reflected in student behavior. (ISBE Standard 1);
3. Differentiate an ideal middle school setting from an elementary and a high school setting. (ISBE Standard 2);
4. Explain the interrelationship between instruction, assessment, and evaluation. (ISBE Standards 5 & 6);
5. Describe and demonstrate the characteristics of an effective teaching team. (ISBE Standards 2, 7 & 8);
6. Describe a teacher's professional responsibilities; describe the unique responsibilities of a middle school teacher. (ISBE Standards 3, 9 & 10);
7. Work with a team to develop a middle school unit plan that is considerate of students' developmental characteristics; celebrates their diversity; and is responsive to their individual needs. (ISBE Standards 1, 4, 5, 6 & 7);

DIVERSITY

Issues of diversity (socio-economic, ethnic, exceptionalities, and gender) are addressed through instructional methodology, assessment and technology. Teacher candidates study middle school curriculum. Candidates teach five lessons to a small group of children at Swift School, one of the most diverse schools in Chicago. Course readings suggest middle school appropriate activities.

Dispositions

Professionalism

- Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management.
- Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial.
- Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.
- Candidates participates in all classes
- Candidates prepare high quality instructional materials
- Candidates arrive at clinical site ready to teach

Inquiry

- Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all. Identifies adaptations for students by name in lesson plan

Social Justice

- Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work.
- In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice.
- Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

COURSE MATERIALS

Lies My Teacher Told Me by James Loewen

Outliers by Malcolm Gladwell

Meet Me in the Middle by Rick Wormeli

Left for Dead: A Young Man's Search for Justice for the USS Indianapolis

ALME membership

METHODS OF EVALUATION

Location	Title	Description	% Value
Swift	Reflection Diary	Choose 2 students that you think might need some support—academic and social Identify what you did each week. Describe the result. Record in Blue Book	10
	Black History Month Activity	Negotiated with Cooperating Teacher	5

	Women's History Month Activity	Negotiated with Cooperating Teacher	5
	Reader's theater	Create a reader's theater script to dramatize an ally's support for social justice	10
	Service Learning	Design and implement a service learning project for a group of middle school students at Swift.	10
Class Presentation	Curriculum Hero Paper	Use Tyler Rationale or Backwards Design as a framework for writing about one of your heroes.	10
	Weekly assignment	See agenda	15
	Midterm		10
	Final		25

Grade Assignments: Minimum %

- A 94%
- A- 90%
- B+ 87%
- B 84%
- B- 80%
- C+ 77%
- C 74%
- C- 70%
- D+ 67%

D 60%

F 0%

Professionalism requires that candidates meet assignment deadlines. If unable to meet a deadline, candidates should email a request that includes expected submission date.

SOE 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.

School of Education 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.

Syllabus Addendum

Smart Evaluation

Towards the end of the course, candidates will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. Candidates will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once candidates 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. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

4. Learning how to find, evaluate and use resources to explore a topic in depth Learning to apply knowledge and skills to benefit others or serve the public good

Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Syllabus Addendum Link <https://www.luc.edu/education/academics/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*.