

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
TLSC: TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES

TLSC 250:
**Developmentally Appropriate Practice with Diverse Infants/Toddlers
and their Families**
SPRING SESSION 2022, WEEKS 4 through 9

Instructors:	Adam Kennedy	Time:	MWF, 8:10AM – 12:40 PM
Cell Phone:		Classroom:	CLC 303
E-mail:	akenne5@luc.edu	Office hours:	by appointment
		Office:	Lewis Towers, 11 th floor

Virtual Office Hours: These will be scheduled as needed. There will be plenty of time for one-on-one support given that this group meets for 13.5 hours each week.

Responsiveness: Once the semester starts, I try to respond to emails within 48 hours and have assignments graded within one week. Some assignments require near immediate feedback and this will be provided. See calendar for details.

Group or Class MTGS: details on class meetings, due dates, readings, assignment timelines, etc., are all included on the sequence calendar in Sakai.

Module Description

Candidates continue to investigate the professions of early childhood education, early intervention, and early childhood special education in this module, the second of three integrated modules in sequence 4 of the ECSE program. During the first part of TLSC 250, teacher candidates observe infants and toddlers and the environments in which they are served, practicing the process of interpreting and decision-making based upon observation, expanding their knowledge of developmental and learning theory, and continuing to explore physical, cognitive, and social-emotional development. They also learn, observe, evaluate, and support efforts to create safe, supportive, and developmentally appropriate infant toddler settings that adhere to all relevant standards. Next, candidates will develop their skills in working with children whose present skills and development fall in the birth-to-three range.

After completing background readings on intentionality in developmentally appropriate adult-child interactions with infants and toddlers, candidates will collaborate with peers and practicing teachers to design learning activities and support daily routines, beginning the process of critically reflecting upon their own interactions with children and embedding developmentally appropriate practice into infant/toddler classrooms. Over the weeks of this module, candidates will lead planned activities and participate actively in all parts of the teaching day in an Early Head Start program classroom. They will assume responsibility for activities each day and be formally evaluated throughout the module. After the midpoint evaluation, candidates will identify strengths and areas for further development, which will be revisited at the end of the module and factor into final evaluation of progress.

IL DHS required areas of professional preparation for EI Developmental Therapist credential

This module (along with the remainder of sequence 4) is designed to address required areas of competency in early intervention (EI). It specifically addresses contexts and standards of practice for working with infants/toddlers and their families within their communities. Teacher candidates will develop skills in

understanding the role of infant/toddler professionals and early interventionists, all through supervised experiences at partner sites serving infants and toddlers with special needs and their families. Candidates complete 36 hours or more of direct services to infants and toddlers and their families in TLSC 250. Course credit hours shaded in green in the table below are included in TLSC 250.

Infant-Toddler Competency Area	Credit hours in sequence 4 and 5					
	TLSC 250	TLSC 251	CIEP M43	TLSC 253	CIEP 315	TOTAL
Development	1 Atypical				1 Typical, 1Atypical	3.0 hrs
Assessment	1	1	2			4.0 hrs
Intervention	1	1				2.0 hrs
Families		1		2		3.0 hrs*
TOTAL	3	3		TBD		12.0 hrs

Essential questions regarding early childhood education explored in TLSC 250

1. How do historical, philosophical, legal, and empirical factors influence the education of young children? (ECSE: 11A, 11B, 11C, 11K, 11R—ECE 17G, NAEYC: 6d)
2. What are some examples of early childhood service delivery models, and approaches to collaborative assessment and instruction? (ECSE: 5D, ECE 11C, 12A, NAEYC: 4b)
3. How might relevant professional organizations, publications, and resources for professional development positively influence the work of early childhood educators? (ECSE: ECE: 17E, NAEYC: 6a, 6b)
4. How do standards of practice guide the work of early educators across a wide variety of educational settings?
5. What are the outcomes of early education? How do professionals in birth to three, preschool, and early elementary school conceptualize their role as ‘effective’ educators?
6. What are the benefits and challenges of inclusive programming for young children with special needs? (ECSE: 5D, ECE: 11E, 12A, NAEYC: 4b, 4c)
7. How do early childhood educators demonstrate an attitude that affirms and respects family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)
8. How do early educators affirm and respect family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)

Expected child development outcomes from TLSC 250 (with associated IL ECE and ECSE standards):

Developmental sequence:

1. Describe the phases of infant and toddler development, including the influences of teratogens, maternal factors, health care, and childbirth. (NAEYC 1)
2. Cite major milestones of physical, cognitive, language, social, and emotional development from birth to age 3. (ECSE 2A, 2B, 2E; ECE 8A, 8D; NAEYC 1)
3. Explain the strengths, limitations, historical contexts, and interrelationships of notable theories of child development, including those of Erikson, Freud, Piaget, Bandura, Vygotsky, key behaviorists, and others in

explaining the development and learning of infants and toddlers. (ECSE 2E, 2F; ECE 8A, 8D, 8F, 8G, 9C; NAEYC 1)

Contextual factors:

1. Recognize the impact of heredity, nutrition, disease, injury, and emotional well-being on each domain of early development. (ECE 6A, 8F, 8G, 8H)
2. Identify personal and family characteristics, social relationships, and community factors that may protect young children from the effects of stress and environmental risks by increasing resiliency. (ECSE 2C; ECE 6A, 8F, 8G)
3. Utilize the lens of culture to examine issues affecting families of young children, including reproductive choices, child rearing practices, and reactions to disability. (ECSE 3B, 3C; ECE 9C)
4. Apply developmental theory in the interest of social justice by attempting to better understand the needs of children in oppressed minority groups (including young children from immigrant families, children living in poverty, etc.). (ECSE 3B, 3C; ECE 8D, 8F, 9C; NAEYC 1)

Exceptionality:

1. Identify early indicators of possible learning, emotional, and behavior problems, as well as their impact on educational planning (ECSE 2H)
2. Describe the ways in which child characteristics and environmental factors interact to alter developmental trajectories. (ECSE 2A, 9A)

Observing development and conducting research:

Recognize appropriate methods for collecting data on children's development (naturalistic and systematic observation, interviews, case studies, formal assessment, ethnography, etc.), recognizing the importance of distinguishing between observational data collection and interpretive analysis. (ECSE 1B; ECE 11A; NAEYC 3)

This course has also been developed to specifically address the following NAEYC standards for personnel preparation in early childhood education:

1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

3. Observing, Documenting, and Assessing To Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

6. Becoming a professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

This course has also been developed to specifically address the following CEC standards for personnel preparation in early childhood education:

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

TLSC 250 addresses the following Illinois Social-Emotional Learning Standards through candidates' work and assignments with infants and toddlers:

1A. Identify and manage one's emotions and behavior

1C. Demonstrate skills related to achieving personal and academic goals

2C. Use communication and social skills to interact effectively with others

The role of TLSC 250 in exploring diversity

Teacher candidates will have the opportunity to explore cultural, linguistic, ability and many other forms of diversity. They will work directly with diverse infants and toddlers and their families to better understand the role of EC educators. They will begin to develop effective collaboration and communication skills for working with children birth to age three. They will also apply prior learning related to families' culture and needs, and their implications for early childhood educators who are competent in addressing cultural and linguistic diversity. Finally, candidates will be exposed to the field of EI and learn about infants and toddlers with special needs and ways to work collaboratively and sensitively with their families.

Module Texts

Berk, L. E. (2015). *Infants and children: Prenatal through middle childhood (8th edition)* Boston: Pearson/Allyn & Bacon.

You will need this text for sequences 4 and 5.

Post, J., & Hohmann (2011). *Tender care and early learning: Supporting infants and toddlers in child care settings (2nd edition)*. Ypsilanti, MI: High/Scope. Do not buy the 1st edition.

Gordon & Browne (2017). *Beginnings and beyond: (10th edition)*. Belmont, CA Wadsworth.

You will need this text for both sequences 4 and 5.

Additional readings will be assigned and must be completed according to the sequence calendar. Many of these are already available online, with the remaining articles to be posted during the first weeks of the semester.

Expected dispositional outcomes

The following dispositions will be assessed during 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). (a1A, i1F, i2J) (IB)

D6: Collecting and analyzing community, school, family, and student data to guide educational decision making. (a2E) (IB)

D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)

D11: Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (d1D)

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.

D15: Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

IDEA Objectives for the evaluation of this course

This is a link to the IDEA Campus Labs website: <http://luc.edu/idea/> and to the Student IDEA Log In. This will assist in in your completion of the course evaluation at the end of the course.

IDEA Objectives addressed in TLSC 250 include the following:

- 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

The School of Education's Conceptual Framework

“Social Action through Education” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Teacher preparation activities in the ECSE program have been designed to assist teacher candidates in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. Meeting the needs of diverse children is a central focus of readings, class discussion, and of the ECSE program itself.

The following Conceptual Framework Standards are specifically addressed in this module:

Conceptual Framework Standards	Activities and Assignments
Candidates demonstrate...	
CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	- Written assignments and applications to work at partner site
CF2: ...knowledge and skills in a variety of school and professional settings.	- Extensive work with children and families in the field
CF3: ...an understanding of issues of social justice and inequity.	- Presentations and other activities highlighting features of underserved populations
CF4: ...skills that will enable them to work effectively with diverse clients.	- Field-based classroom work and family event
CF5: ...technological knowledge and skills which enhance education.	
CF6: ...professional decision-making skills and behaviors in advancing social justice and service.	
CF7: ...how moral and ethical decisions shape actions directed toward service to others.	Reflections
CF8: ...an ability to apply principles in professional decision-making.	

Field-based components

Please note that this module includes work in an infant/toddler setting. Please refer to the sequence grading table to see exactly what portion of assignment, module, and final grade points are dependent upon your attendance, participation, professionalism, and work in these field sites.

Fieldwork is critical to your work across all sequence modules. Failure to show up at any time for work in these sites is unacceptable and may be grounds for failure of a module, and therefore the sequence. You must also make up any hours missed at community sites; missing days will cause significant difficulties in completing partnered work hours, start and end dates, days of attendance, and associated work are all indicated in the sequence calendar and grading table.

Field-based work for TLSC 250 will take place at Christopher House, 4701 N Winthrop Ave, 60640, (773) 769-4540.

Technology

Technology is an essential tool for developing your professional skills and for completing any degree program. This sequence assumes a basic and practical knowledge of technology. It assumes that candidates are proficient at word processing (including creating tables and diagrams), communicating via Loyola Outlook e-mail, downloading Microsoft Word and Acrobat Reader files), using Google sites, sharing/inviting/commenting on files in OneDrive, and recording/presenting PowerPoints and video clips. You will also be required to use video cameras and perform basic editing of video clips for class submission. It is your responsibility to master these devices so that you can use them effectively for your sequence assignments. If you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

Finally, responsible use of technology is critical to others' perceptions of and confidence in you as a professional. Never use your phone in class or on site, and make sure that your computer use is not an interference with your engagement in class.

Assignments

1. Environmental Observation Assignment (20 pts)

This assignment will be completed in week 5 and a portion of the assignment will be done in pairs. Candidates will assess the classroom environment from multiple points of view, develop a map of their classroom, and write a paper that integrates these observations and materials. See Sakai for complete assignment description. This assignment is submitted via Sakai.

2. Individual Child Assessment Assignment (20 pts)

This assignment involves working with the teacher(s) in your classroom to select a child and collecting observational notes on that child throughout the sequence, culminating in a developmental assessment report. See Sakai for complete assignment description.

3. Reflection on Teaching and Goal Setting (5 pts)

For this assignment, candidates will reflect on and analyze the feedback they have received from instructors, peers, and classroom teachers, self-assessing progress on developing effective developmentally appropriate practice, as well as any ineffective practices. These observations and interpretations will be integrated into a paper that includes specific goals each candidate will work on in the final weeks of the module. See Sakai for complete assignment description.

4. PROGRAM CORE ASSESSMENT:

Evaluation of Developmentally Appropriate Practices (80 pts)

Throughout TLSC 250 you will be engaged in work with infants and toddlers in classrooms. You will be observed and evaluated formatively on these interactions throughout the modules. Each week, you will plan and deliver one planned activity and at least one classroom routine per day. The planned activity requires a written activity plan, which will be reviewed with the classroom teachers and instructors. You will record these activities and upload a video of each to Digication. We will view some of these activities in class, and you will also receive feedback from your peer review group. Your points for this assignment come from posting your videos/activity plans/reflections/feedback, and the progress you make in embodying the principles of DAP. Keep in mind that these points also include a portion for your formative comments on others' videos. After each activity has been delivered and you receive feedback, you will upload its corresponding activity plans (along with modifications and reflections) to Digication. We will review all of these steps on site. See Sakai for complete assignment description. As a core assessment of the ECSE program, this group of assignments must receive a passing grade (Meets or Exceeds Standard) or you cannot receive a grade for the module above C-minus. This would necessitate retaking S4 before proceeding to S5.

5. Book Share Activity and Narrative (10 pts)

This assignment involves planning and filming book shares with young children. You will record a book share at the start of the module, submit for feedback, and then plan and film a second at the end. After the second book share you write a narrative describing how you placed your S4 learning into practice to develop and demonstrate developmentally appropriate skills in leading literacy activities in your second video. See Sakai for complete assignment description.

6. Professionalism in field settings (25 pts)

Basic expectations. Once candidates enter field settings, expectations for professionalism are extremely high. They include following basic expectations for punctuality, dress/shoes, hair/nails/jewelry. Much more importantly, however, they address your interactions with staff, children and families and your emerging skills as an effective early childhood educator. They also include your commitment to self-

improvement and your response to formative feedback. Finally, they include the evidence of your commitment to this important work by maintaining a consistent, unwavering focus on the children in your classroom. Expectations for professionalism will be covered during the sequence, and each candidate will be rated individually on these expectations. These ratings will also be discussed in individual meetings during Sequence 4.

Dress code, personal appearance, and hygiene. Appropriate dress and good personal hygiene are important in promoting a positive image to the families we serve and must be adhered to on a daily basis. By being properly attired for your position, you help us to create a positive image. Accordingly, we ask that you dress in a manner that is normally acceptable for your position and to the needs of your program. Specific programs have defined a separate dress code for their staff members.

Specific rules on dressing/appearance/hygiene for TLSC 250 field-based work:

- 1) Although casual attire is permitted, spandex garments, tube tops or tank tops of any kind without jackets are inappropriate, as is clothing, which is revealing, too tight, or skirts or shorts which are too short.
- 2) Unsuitable for work is any type of men's or women's clothing that displays inappropriate messages, for example, advertisements for alcohol or tobacco products, or any obscene language. Tee shirts with commercial logos are not acceptable attire.
- 3) Caps are not permitted when students/participants are present.
- 4) While teachers may, at times, wear jeans, they are never acceptable for any Loyola candidate in any setting. Neither are shorts.
- 5) Note that you will be required to wash your hands every time you enter a classroom. This includes anytime you leave the classroom and return, regardless of whether you washed your hands in, for example, the restroom. You are not advised to wear large rings or anything that will interfere with your work or be cumbersome to deal with.
- 6) It is fine for you to wear sweatshirts, sweaters, or shirts. But women must wear a bra underneath. All adults should also ensure three things: a) At no time can anyone see down your top when you are engaged in gross motor play, on the floor with children, or leaning over tables; 2) Your undergarments (including camisoles) are not visible through your top; 3) Your top should not ride up and expose your midriff at any time.
- 7) Do not wear dirty sneakers; if you plan to wear them, make sure they are clean and presentable.
- 8) For infant classrooms: please do not wear any dangling jewelry or perfume/cologne. It is also advisable that you tie any long hair back, as children are likely to touch, play with, and sometimes pull on it. You will need to remove shoes to enter this classroom or wear shoe coverings.
- 9) Additionally, for safety reasons, if you work directly with children you may not wear shoes that are substantially open, such as sandals, or have higher than an inch and a half heel.
- 10) At all times, you must follow our partner site's policies on masks, hand-washing, and other COVID-19-related precautions.

8. Attendance (10 pts)

Attendance is critical to your success in this sequence. It is your responsibility to attend campus-based and field-based sessions, arriving and departing at the appropriate times. While it is helpful to your instructors to know if you must miss a class, missed classes or tardiness will still result in point deductions for both attendance and participation. Making up assignments and missed content are completely the responsibility of the student. **If you miss a day on site, you must schedule a 4.5 hour visit to make up for it. There are no excused absences on field days.** Note that you will be engaged in collaborate planning and teaching. Absences are disruptive to your classroom partner – they are also disruptive to the instructional day and to teachers' plans when they have created space and time for you to lead your activities in their

rooms. No teacher is required to allow you to make up activities that you miss; in fact, they have every right to require you to plan something else independently that will fit into another day. Do not abuse the hospitality and generosity of the teachers at Christopher House, who receive no benefit or compensation for mentoring you and who take time away from their normal work to provide you with feedback and answer your questions. Missing more than two classes will result in an automatic failing grade for this module. If you need to schedule a make-up day, you must do this in collaboration with your classroom partner, the classroom teacher, and your instructor. You may not simply show up on a day when we do not have class. Arrange these visits NO LATER THAN spring break so that they do not interfere with your daily work, planning, and/or assignments.

9. Participation points for on-site and campus-based activities (20 pts)

These points will be assigned based upon candidates' active involvement and full engagement in the learning process. This includes contributing comments and examples in class, referencing course readings, asking questions, participating in other candidates' discussion sessions, and giving class, module, and field-based activities your full attention. Your instructors reserve the right to deduct points for any issues of participation. You will earn participation points for demonstrating the behaviors listed above, adhering to the module policy regarding the appropriate use of technology, and your meaningful participation in the module Discussion Sessions, as well as completing Sakai forum reflections. Note that losing point here can overlap with point loss in Professionalism depending upon the seriousness or frequency of the issue(s).

Participation rubric for Sequence 4

Professional Attitude and Demeanor Part I

- 5-Always engaged in work at hand and not distracted by outside work or technology.
- 3-Usually engaged in work at hand and not distracted by outside matters or technology
- 0- Regular instances of disengagement or inappropriate technology use.

Professional Attitude and Demeanor Part II

- 5-Always prepared for sessions with assignments and required materials.
- 3-Rarely unprepared for sessions with assignments and required materials.
- 1- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 3-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 2-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 1-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 3-Often cite from readings; use readings to support points.
- 2-Occasionally cite from readings; sometimes use readings to support points.
- 1-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 4-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 2-Listen when others talk, both in groups and in sessions. May engage in periodic side conversations
- 0-Frequent issues with listening or side conversations or a failure to listen.

10. Sequence Summative Assessment (10 pts)

Each sequence in the TLLSC ECSE program includes a summative assessment for which points are shared across all of the sequence's modules. Details for this project, which will be completed in class, will be discussed later in the sequence.

Assignments and Digication

All assignments are expected on the dates noted. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. This does not mean that you are not allowed to request additional time to work on individual assignments – however, if an assignment must be submitted late, your instructors must be notified in advance (NOT on its due date) so that a plan for completion can be developed. Otherwise, point deductions will be made according to the following schedule:

- a. 1 to 4 days late: 10% of points will be deducted
- b. 5 to 7 days late: 30% of points will be deducted
- c. more than 7 days late: 50% of points will be deducted

All written assignments (with the obvious exception of test protocols and notes) must be typewritten and conform to the reference formats specified in the Publication Manual of the American Psychological Association, 6th edition except where indicated. Please submit assignments in the form indicated in their assignment descriptions.

Note that TLSC 250 includes a core assessment for the ECSE Program (highlighted in the table below). Core assessments contain critical competencies in the fields of ECE and ECSE; these assessments are used to evaluate not only your progress in the program (and you are therefore required to pass them in order to continue to the next sequence), but for national accrediting bodies to evaluate the effectiveness of the ECSE program in preparing you as future educators.

TLSC 250 Assignment and Grading

Dimension	Details	Due	Points
Environmental Observation - submitted via Watermark/Digication	Completed in the field	Due mid Feb	20
Individual Child Assessment - submitted via Watermark/Digication	Completed in the field	Due mid Mar	20
Midterm Reflection on Teaching and Goal Setting - submitted via Watermark/Digication	Completed in the field	Due end Feb	5
Evaluation of DAP - involves multiple components including: - Activity plan drafts shared via Google doc - Final activity plans with reflections submitted to Watermark/Digication - Videos shared via Digication, including extra final video - Comments submitted alongside shared videos in Digication	Completed in the field	Due mid Mar	80
Book Share Videos and Narrative - share activity plan in advance via Google Doc - after activity, submit video to Digication - share final activity plan with narrative	In class and field	Due mid Mar	10
Professionalism in field - evaluated by instructor - includes dispositions reviewed in class during Week 1	Completed in the field	Throughout 250	25
Attendance	In class and field	Throughout 250	10

- evaluated by instructor			
Participation - evaluated by instructor, includes site, class, and Discussion Session participation	In class and field	Throughout 250	20
Summative Assessment - submitted via Digication	In class	Due before the start of TLSC 251	10
TOTAL			200

Assignments and Grading

Final course grades will be assigned as follows:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F

Policies Related to COVID-19

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.

TLLSC Syllabus Statement

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs – you will be identifying linguistic and other supports to address the needs of children in your S4 classrooms who do not speak English or who are emergent bilinguals.

Mandated Reporting

Reach out to your professor and Dr. Cohen if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

Other Concerns

If you have concerns about the program, curriculum, or instruction, please talk to your instructor directly. If your concerns still linger after you have engaged in a direct discussion with your instructor, then you should contact the Teaching & Learning program chairperson (Dr. Guofang Wan gwan1@luc.edu).

Managing Life Crisis and Finding Support

Should you encounter an unexpected crisis during the semester (i.e. 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 (www.luc.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their website here: <https://luc.edu/dos/services/>.

Accommodations

Any student registered with Student Accessibility Center (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700

Loyola University Chicago School of Education Syllabus Addendum

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.

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.

SmartEvals Course Evaluation Link for Students

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. In this module, the following objectives are addressed:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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 Digication. For those students in non-degree programs, the rubric for dispositions will be available through Digication. 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.

Additional School of Education Policies

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).

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.

Conceptual Framework

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.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>