

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

TLSC 251:
Family-Centered Assessment and Early Intervention (EI)
SPRING SESSION 2022

Instructors:	Adam S. Kennedy, Ph.D.	Time:	MWF 8:10AM-12:40PM
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Cell:	REDACTED	Office:	Zoom meetings as scheduled

*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 shared at the start of the semester.

Module Description

Candidates complete their initial investigation into the many roles of early childhood educators through this early intervention (EI)-focused module, the third and final module in sequence 4 of the ECSE program. TLSC 251 focuses on the profession of EI and is specifically designed to address required areas of competency in early intervention. It specifically addresses contexts and standards of practice for working with infants/toddlers and their families within their communities. Teacher candidates are trained in the Individualized Family Service Plan (IFSP) process, as well as intervention approaches for infants/toddlers and their families. Candidates also receive two full weeks of training in both formal assessment (Battelle Developmental Inventory) and authentic approaches (Transdisciplinary Play-Based Assessment) during this module in order to prepare them for their future roles as providers of EI services for families of infants and toddlers with special needs.

***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 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.

Essential questions regarding early childhood education explored in TLSC 251

1. What are some examples of early childhood service delivery models, and approaches to collaborative assessment and instruction? (ECSE: 5D, ECE 11C, 12A, NAEYC: 4b)
2. 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)
3. How do standards of practice guide the work of early educators across a wide variety of educational settings?
4. 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?

5. What are the benefits and challenges of inclusive programming for young children with special needs? (ECSE: 5D, ECE: 11E, 12A, NAEYC: 4b, 4c)
6. 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)
7. How do early educators affirm and respect family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)

Learning objectives for this module:

Assessment:

- 1) Acquire skill in using diagnostic and assessment techniques as a basis for eligibility determination and curricular planning.
- 2) Relate to caregivers the results of comprehensive assessments in a way that sensitively integrates formal and authentic assessment data.
- 3) Differentiate between observational data on children's skills/development/behavior and interpretive statements which serve to summarize and integrate those observations.
- 4) Engage in collaborative play-based assessment activities, and apply this experience in an individual play-based session utilizing a choice of theoretical models.
- 5) Recognize the appropriate uses and practical, theoretical, and psychometric limitations of formal assessments when applied to infants and young children.
- 6) Identify major issues and barriers in valid, reliable assessment of very young children, as well as strategies for addressing them.

Early intervention:

- 1) Identify family priorities, concerns, needs, and strengths through the IFSP process.
- 2) Identify and develop measurable, family-focused IFSP goals for children with special needs.
- 3) Explore and evaluate the system of EI service provision in the state of Illinois.
- 4) Identify and plan for the specific roles of developmental therapists in EI service delivery.

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)

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:

- 1) 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.

3. Reciprocal Relationships with Families

Candidates must develop skills for communicating and collaborating with diverse families in order to fill the role of a developmental therapist. These roles are learned in TLSC 251 through an exploration of the IFSP and intervention processes, as well as through working directly with parents and caregivers in a parallel field experience at Misericordia.

5. Becoming a professional

Required areas of professional preparation for IL DHS 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 EI services for infants and toddlers with special needs and their families. In particular, teacher candidates will learn about the delivery of interventions to the youngest children and the roles of various professionals in assessing and collaborating with families. Candidates work directly with families and children as part of their learning of evidence-based practices and formal and authentic assessment approaches. Course credit hours shaded in green in the table below are included in TLSC 251.

Infant-Toddler	Credit hours in sequence 4
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Competency Area	TLSC 250	TLSC 251	CIEP M43	TLSC 253	CIEP 315	TOTAL
Development	1 Atypical				1 Typical, 1Atypical	3.0 hrs
Assessment – TO BE COMPLETED IN S5	1	1	2			3.0 hrs
Intervention	1	1				2.0 hrs
Families		1		1		2.0 hrs*
TOTAL	3	3		1		10.0 hrs

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 251 in exploring diversity

Teacher candidates will work with infants and toddlers and their families and learn and apply the principles of individualized, family-focused early intervention in order to better understand the role of EI professionals in addressing the needs of families of infants/toddlers with special needs. They will also apply prior learning from sequences 1-3 related to families' culture and needs, and their implications for educators who are competent in addressing cultural and linguistic diversity.

Required module texts:

To be assigned via Sakai from:

Linder, T. (2008) *Transdisciplinary Play-Based Assessment – TPBA-2 (2nd edition)*. Baltimore, MD: Paul H. Brookes.

Linder, T. (2008) *Transdisciplinary Play-Based Intervention – TPBI-2 (2nd edition)*. Baltimore, MD: Paul H. Brookes.

McClean, M., Bailey, D., & Wolery, M. (2004). *Assessing Infants and Preschoolers with Special Needs (Third edition)*. New York: Prentice-Hall, Inc.

McWilliam, R.A. (2010). Routines-based early intervention. Baltimore, MD: Paul H. Brookes.
You can examine this text [here](#)

Mindes, G. (2010). *Assessing Young Children: Second Edition*. New York: Merrill/Prentice Hall.

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.

Tests, protocols and other assessment materials

You will need protocols for the following standardized instruments: Battelle Developmental Inventory-2. You will also need forms associated with Transdisciplinary Play-Based Assessment. All of these protocols will be provided by your instructor. Candidates will also have access to full play-based assessment kits; materials from these kits may be checked out by using the Box-based system covered in class. Tests themselves (i.e, Battelle) are available at the main reference desk at Lewis Library on the Water Tower

Campus. You must show your ID and identify yourself as a student in TLSC 251 in order to access these kits.

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, exceptional 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

Essential objectives for this course include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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.

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 action toward 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 Candidates demonstrate...	Activities and Assignments
CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	-Readings and discussion of evidence-based practices in EI
CF2: ...knowledge and skills in a variety of school and professional settings.	-Activities and assignments on assessment and intervention
CF3: ...an understanding of issues of social justice and inequity.	-Content related to working with families in EI
CF4: ...skills that will enable them to work effectively with diverse clients.	-TPBA and family assessment
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.	-Prioritization of the needs of the family and the role of EI professionals in serving the family are addressed in this module
CF8: ...an ability to apply principles in professional decision-making.	-Activities related to assessing and intervening according to family priorities and needs.

Field-based components – NOTE – omitted due to COVID restrictions

Please note that this module includes supervised assessment experiences with families, including work with infants, toddlers, and preschoolers. 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 contexts.

Technology and Sakai

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 LUC Box and Sakai, and presenting PowerPoints and video clips. Anytime presentations are done, you must ensure that your files and software are compatible with Loyola's. Have flash drives, various types of CDs/DVDs, and other materials ready in advance of presentations so that you may test them for proper functioning and compatibility. Presentations are graded, so technology foul-ups should be avoided through careful planning and proactive work on assignments. In terms of conducting library research, it is helpful to have had experience; however, our SOE resource librarian (Tracy Ruppman) is usually more than happy to help you with this. 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, and make sure that your computer use is not an interference with your engagement in class.

Assignments

1. Formal Assessment Assignment Part 1 (5 pts)

This assignment consists of two parts – the first is a webinar focused on acquainting you with the key features, advantages/limitations, and administration considerations for a formal assessment used with children birth to age eight (Battelle).

2. Formal assessment Part 2 (20 pts)

The second involves practice with scoring the instrument utilizing sample data and writing up basic information about test performance in the form of a report excerpt. The assignment is designed to help familiarize you with this widely used formal measure. You will also submit a written evaluation of the strengths and weaknesses of instruments like this one.

3. Battelle Worksheet (10 pts)

You will complete a review worksheet focused on the formal assessment you will be learning during TLSC 251. It is called the Battelle Developmental Inventory and you will have access to it via sets of online materials. This will be done in class and submitted to Sakai.

4. Transdisciplinary Play-Based Assessment (TPBA) Practice and Webinars PART 1 OF CORE ASSESSMENT (20 pts)

You will complete several learning activities and view Panoptos related to TPBA as part of your learning of this approach to assessment.

5. TPBA Write-Up PART 2 OF CORE ASSESSMENT (20 pts)

You will work in teams of three to write an assessment report on a child whose TPBA we will view during class. Cassandra's assessment activities culminate in an integrated report (that includes formal assessment information), written to summarize the results of her assessment. Guidelines for your report will be covered in class. These reports will be submitted in paper and electronic form with all required documentation organized into an assessment binder. Note that the TPBA Core Assessment has a Part 3 involving the assessment of an actual child, which you will complete in S5. All Core Assessments are submitted via Digication.

6. EI Case Study (40 pts) CORE PROGRAM ASSESSMENT

This assignment will consist of two parts, both completed online:

- a) Essay: This paper focuses on some of the issues facing EI providers and families in the state of Illinois. Specific guidelines can be found in the EI Case Study assignment description
- b) EI Case Study: This assignment involves evaluating a case and both identifying and planning around family needs, resources, and priorities. Details will be provided in the module. All Core Assessments are submitted via Digication.

7. Professionalism (20 pts)

Expectations for professionalism will be covered during the sequence. Keep in mind that upon reaching TLSC 251, candidates have already been working on many extensive assignments related to TLSC 250; it is extremely important to stay organized, maintain a high level of productivity and consistency in your work, and to remain on top of due dates. During the last half of Sequence 4, assignments require a high level of professionalism and focused intentionality. As the demands on you rise, so do the expectations for professionalism. Any candidate who displays professional behaviors of concern will be required to meet with instructors to develop an emergency remediation plan in order maintain access to children and families and complete this module.

8. Attendance (5 pts)

This will be based upon attendance for online meetings and completion of assigned webinars.

9. Participation (10 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, 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, and adhering to the module policy regarding the appropriate use of technology.

10. Illinois Online EI Systems Overview (30 pts)

You are responsible for completing this online training experience during this module. It can be found using the information in your revised calendar. Once you complete the training, submit evidence of completion to Sakai, any handouts or PPTs that you receive or are able to download throughout the sessions, and a three page summary in which you respond to specific prompts – guidelines will be posted in Sakai. Search on [this page](#) for **Online Trainings in the Moodle** and click on *Online System Overview*. Here is an additional resource on how to access: <https://eitp.education.illinois.edu/online/LMS/Access/index.html>

11. Sequence Summative Assessment (20 pts)

Each sequence in the TLLSC ECSE program includes a summative assessment project for which points are shared across all of the sequence's modules. You have already completed this

12. In Class Work (Wk 9: 3pts; Wk 10: 10pts; Wk 12:7pts; Total of 20 pts)

This will consist of reading responses, in-class presentations, and assigned activities linked to the topics of this module. They will always be listed in and submitted to Sakai.

Assignments

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 instructor must be notified in advance (NOT on its due date) so that a plan for completion can be developed. Otherwise, late work will NOT be accepted.

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, 5th edition except where indicated. Please submit a paper copy of each assignment in class unless instructed otherwise. Early assignments are always welcome.

Assignments for TLSC 251 are listed in the table below. Blue highlighting denotes core assessments that must be passed in order for candidates to pass TLSC 251 and move on to the next sequence. Failing to receive Meets Standards ratings on core assessments results in an automatic lowering of module grade to a C- unless it is already lower than this:

Assignment	Description	Due	Points
Professionalism	See syllabus description	Evaluated throughout module	5
Attendance for In-Class Sessions	See syllabus description		10
Participation	See syllabus description; this does not include Discussion Sessions as those points will continue to comprise your TLSC 252 and 25		10
Week 9 In-Class	Done in and after class sessions;	Week 9	3

Work	to be explained in class		
Online EI Systems Overview	Self-selected online PD session related to EI services; submit required components to Digication	Monday of Week 10	30
Week 10 Work	Submitted to Sakai	Week 10	10
TPBA Practice and Webinars	Evaluated through in-class activities and Panopto	Week 10 and 11	20
TPBA Write-Up	See assignment description; completed in groups of three; submitted to Digication; feedback provided and resubmission allowed	Due week of April 14 th ; can be revised until April 30 th	20
Formal assessment webinars and presentations	View in Week 12	Week 12	10
Formal Assessment Assignment	Scoring portion done in pairs; write-up done individually; submit via Sakai	Week 13	20
Battelle Worksheet	Completed in pairs	Sunday of Week 12	10
Week 12 Work and Panoptos	Done in class or via Panopto and submitted to Sakai	Week 12	7
EI Case Study	Completed individually; submitted via Digication	April 24 th	40
Sequence 4 Summative Assessment	Interview videos to be completed and submitted via Digication (Week 9)	Week 11	5
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

Candidates with Approved Accommodations from the Student Accessibility Center

This section outlines my process and policies for working with students who have accommodations.

- 1) I respect and support all approved accommodations and will discuss/plan around them anytime. **Students need to initiate the process of planning for accommodations** at the start of the semester. However, if I feel there is a reason for me to do so or if particular logistical planning is required that I feel you could not foresee, I will reach out to you.

- 2) It is always a good idea to **check to see if an accommodation is available and whether it applies to a particular assignment**. Extensions on due dates are the most common form of time-related accommodation SOE requested by candidates, and as far as I am concerned, these are typically totally fine, except in certain instances described in #4 below. While testing accommodations are also common, they rarely apply in TLLSC because we do not typically use tests to evaluate your knowledge and skills.

3) I ask that when candidates have accommodations, that they try to **request them in advance of any instance where they are needed**. Candidates typically know how their accommodations are helpful to them, so I always stress that it is critical for one's functioning as a professional to develop a clear understanding of not only *that* an accommodation is needed, but also *when* it is needed. For example, if a due date extension is requested, students should request that in advance, give an indication of how much extra time is needed, and work with me to decide on a precise due date. I understand that this is not always possible due to unforeseen circumstances, so sometimes we can work out a general due date "cushion" that will work in most instances! However, I will not allow a snowballing of late assignments to occur – this creates more difficulty for candidates, increases stress, interferes with the planned sequence of learning experiences. Accommodations are designed to prevent this type of situation, not to encourage it.

4) **Each instance of an accommodation must be deemed reasonable by the instructor**, so this is something to clarify with each of us in light of the objectives of each course or module. My own policy is that most approved accommodations are relatively easy to make. However, **I never allow accommodations that fit into any of the following categories:**

- a) an accommodation that interferes with or delays work in a classroom where children and their teachers are counting on a candidate to fulfill the expectations of their role. An example of this might be cancelling a classroom activity, postponing teaching when a teacher has made room for it in their schedule, or changing the expectations of candidates to improve in response to feedback.
- b) an instance where delaying an assignment interferes with something that is carefully sequenced. An example of this might include excusing a candidate from field-based work due to an extended absence, which interrupts the sequence of learning, eliminates critical feedback and negatively impacts adults in classroom placements.
- c) an accommodation that interferes with a collaborative or classroom partner's ability to complete their work. This is because collaborative work in SOE modules is designed that way to reflect work that would also be done collaboratively in the field - the ability to function collaboratively on a team is a critical educator disposition.

Finally, a clarification as to why this approach is used. One reason for outlining these policies now is that accommodations are significantly limited (very few are deemed reasonable) in Sequence 8 when you must meet the full-time professional responsibilities of teaching. I try to make candidates aware and help them to prepare for the gradually increasing responsibilities of each subsequent sequence, so that by the time you reach Sequence 8 you are not only eligible for graduation and licensure, but also so that you are able to secure and keep a teaching position, which will require you to manage many competing demands on a strict schedule where accommodations may not be possible. Your increased self-sufficiency, leadership, and resilience are the goals.

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. Any additional hours included in S4 are related to additional credentials beyond those offered by the SOE, including Gateways and Illinois EI Credentialing.

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 does not directly address standards to build candidates' expertise for teaching ELs.

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 at 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**

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- Digication
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
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
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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 may be available through Sakai, Digication 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.

Additional ONLINE Course 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.

***Synchronous Meetings**

All information on synchronous, asynchronous, and other meetings and course activities are included on the Sequence calendar.

***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.

Syllabus Addendum Link

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

This link directs students to statements on essential policies regarding the following:

[Academic Honesty](#)

[Accessibility](#)

[Conceptual Framework](#)

[Dispositions](#)

[Center for Student Access and Assistance \(CSAA\)](#)

[EthicsLine Reporting Hotline](#)

[Electronic Communication Policies and Guidelines](#)

[IDEA Campus Labs Link for Students](#)

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.