TLLSC 300A: Professional Learning Communities
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2022

Instructor Information
Name: Dr. Hank Bohanon
Email: hbohano@luc.edu
Office: WTC Lewis Towers 1052
Website: http://www.hankbohanon.net
Twitter: @hbohano
Office hours: Virtual Office Hours following class following our class from 6-7 P

Location: Online –synchronous over Zoom

Response Time: I try to respond to student emails within 24 hours during the week, and by Monday morning for weekend emails.

Sequence Description
Professional learning communities (PLCs) serve as the touchstone of teaching and learning in the Teaching, Learning, and Leading with Schools and Communities (TLLSC) teacher preparation program, bringing together teacher candidates within specialty areas to share and co-construct knowledge, skills, and dispositions applied to their classroom contexts. Facilitated by faculty members with expertise in the specialty area, the PLCs serve as communities of practice where candidates come together to (a) learn about timely topics in specialized instruction through guest lectures by practicing teachers and active questioning (b) share learning from various school- and community-based experiences with each other and (b) synthesize learning through reflection and discussion. In this way, candidates work together to increase their content and pedagogical expertise.

Module Goals
Essential Questions:

- What are pertinent factors of teaching, learning, and leading with schools and communities?
- How does theory connect with your learning and experiences in this sequence?
- How do sequence learning and experiences connect with past learning and experiences?
- How will you use your learning to guide subsequent problem-solving in education?
• What are the connections between your learning and experiences across this sequence and professionalism in service of social justice?
• What goals do you have for future learning in your chosen specialty area to increase your content and pedagogical expertise?

As a part of this experience, candidates will understand that effective educators:
• Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups (EU1).
• Engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students (EU2).
• Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice (EU10).

As a part of this experience, candidates will:
• Use goals and procedures to guide PLC dialogue and to synthesize and make meaning of the learning and experiences across sequences.
• Engage in collaborative discussion and learning related to teaching, learning, and leading, as well as professionalism in service of social justice.
• Engage in dialog and make connections between sequence learning and experiences with pertinent theories and principles and specialty area teaching and learning.
• Complete the sequence summative assessments for their particular sequence related to the specialty area with individualized support from faculty facilitators.

IDEA Objectives:
As a part of this experience, candidates will:
• Learn to apply course material to improve thinking, problem solving, and decisions.
• Acquire skills in working with others as a member of a team.
• Acquire an interest in learning more by asking questions and seeking answers.

Dispositions Assessment:
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. 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. The specific disposition or dispositions for this course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in Digication for this course.

• D4 demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
• D8 demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness,
empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)

- **D12** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- **D13** demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
- **D17** demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

---

**University Policies and Information**

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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.

Towards the end of the course, students will receive an email from the **Office of Institutional Effectiveness** as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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.

---

**School of Education Policies and Information**

Please find additional information at [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**Conceptual Framework:**

**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.

---

Syllabus-TLSC 300-Spring, 2022
**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.

**Standards:** These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/). – standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

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.

**Inquiry:** Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

**Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

**Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.
**Technology:** Candidates will be responsible for regularly accessing their Sakai accounts at http://sakai.luc.edu. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their Digication accounts. Candidates MUST use their Loyola University Chicago email address with Digication. This course requires the use of Digication in order for candidates to submit all course assessments. Find more information at http://www.luc.edu/education/admission/tuition/coursemanagement-fee/

**Diversity:** By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.

**Syllabus Addendum Link**
- www.luc.edu/education/syllabus-addendum/

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.

**Course Calendar**

Given student feedback, we also want to make a slight change to spread the sessions out over the entire semester. Given that the PLC’s are designed to promote professional learning, we plan to hold the sessions throughout the semester. Here is our tentative plan for the spring. Each PLC will be approximately one hour in length and held over Zoom.

**PLC #1: I’M Determined – Helping to Include Student Voice and Choice in IEP meetings, Monday, February 7th at 5:00 PM.** The presenter will be Dr. John McNaught, the Co-Director of I’M Determined (https://www.imdetermined.org/), a Technical Assistance Center for the State of Virginia. Dr. McNaught will share practical ways to include students' voice in the IEP development and meeting process.
In advance of this meeting, Dr. McNaught asks that we all watch a short video on self-determination (less than three minutes). Here is the link to the video - Determination (link). He is also providing additional resources to support students in IEP meetings (link). Dr. McNaught has been working in the field of special education for over 20 years. For the past sixteen years, John has worked at the Virginia Department of Education’s Training and Technical Assistance Center at James Madison University as a coordinator, focusing on transition and self-determination and as co-director of the center for the past eight years. John is a founding member of the Virginia Department of Education’s I’m Determined Project and has served as the Principal Investigator for the past thirteen years. Under his leadership, I’m Determined has grown from 9 pilot schools to over 90 participating school divisions in Virginia and over 40 states across the nation. John is currently the Immediate Past President of CEC’s Division on Career Development and Transition.

Zoom Link: https://luc.zoom.us/j/88297098087

PLC #2: Ending Zero Tolerance in Illinois: The Implications of the Illinois Sente Bill 100 (SB:100) for Special Education Teachers, Monday, March 14th at 5 PM. The presenter will be Dr. Pamela Fenning, Professor and Associate Dean for Research at Loyola University of Chicago, School of Education. “Illinois State Senate Bill 100 (hereafter “SB 100”), signed into law on August 24, 2015 by Gov. Bruce Rauner, represents extensive reform of school discipline policies in public and charter schools throughout the state. Based on the new law, by September 15, 2016, school boards and governing bodies of charter schools will [needed] to develop, review and implement discipline policies in accordance with the new law’s requirements. SB 100 eliminates “zero-tolerance” polices and provides that the harshest forms of punishment may only be used for students who pose a threat to the school community or who substantially disrupt, impede or interfere with the learning environment. When passed into law, the bill was designated as Public Act 99-0456, and made changes to several sections of the School Code” (Illinois Education Association). Dr. Fenning’s presentation will include practical information for special educators as they advocate for more positive behavior strategies in their schools. Dr. Fenning is a licensed clinical psychologist and highly respected researcher in the field of positive discipline strategies.

Zoom Link: https://luc.zoom.us/j/85109235329

PLC #3 Crisis Planning: Being Prepared to Respond to Students Who Exhibit Challenging Behavior, Monday, March 28th from 5-6 PM. This presentation will focus on the documentation required in IEP’s for responding to students who may display aggressive behaviors. It will also include specific strategies for preventing and responding to escalating behavior. The presenter is TBD.

Zoom Link: https://luc.zoom.us/j/85891998207

Next steps:
We will hold the sessions as a part of the Special Needs Network for Educators (SNNE) https://special-education-network.mn.co/. If you have not already, we are asking to sign up for Syllabus-TLSC 300-Spring, 2022
our online community. The link for the event will be on the "Events" tab. We ask that you post any questions you might have for the presenters on the SNNE network (there will be a question of the week post where you can do this). By becoming a part of our online community, you can continue to engage with other special educators throughout your career. We would love for you to explore our community and comment or post questions to the group! By being a part of our PLC and the SNNE network, we hope you can move from a sense of isolation to being part of a community of special educators. These connections will enable you to become connected with other educators, grow as a professional, and get support for your learning needs. We want to encourage your involvement in this unique community of special educators so that you have the resources and support throughout your preservice and professional journey.

Loyola University Chicago  
School of Education  
Syllabus Addendum

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.

**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 LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**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.

**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

Will be conducted over Zoom. You do not need to keep your camera on if you feel uncomfortable for any reason.

*Student Participation

I ask that student participate in all activities including chats, polls, and other online activities. If for some reason you cannot attend an event, please let the instructor know. You will need to view a recording of the event and provide a one-paragraph summary of your key take away from the session.

*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 Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

*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

Syllabus-TLSC 300-Spring, 2022
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.

Syllabus Addendum Link

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