



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 380/470: Teaching, Learning and Leading with Schools and Communities Sequence 8: Mastering Teaching, Learning and Leading

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2022

Instructor Information

Name: MAHIEU, Frederic
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Module Information

Dates: January 17, 2022 – April 29, 2022
Days: Monday Seminar
Times: 5:00 – 6:45pm
On-Campus Location: Mundelein 415

Sequence Description

During this rigorous module, candidates will continue their work with their co-teachers also as they begin the transition into full-time teaching responsibilities. The experiences in this sequence are designed to allow candidates to apply their accumulated knowledge and skills, and measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification. Candidates will work with their Co-teacher five days per week while being supervised at the school site by their Internship Coach. Monday night seminars will be held on campus and lead by the Internship Coach to encourage critical thinking around teaching experiences and issues. During this sequence, candidates will also complete the official edTPA assessment for licensure in Illinois. Candidates will administer, record, analyze, and reflect upon their unit. TLLSC 380 is the culmination of the teacher preparation program in both demand and expectation. Candidates will be observed and evaluated in a formative but rigorous manner as they progress toward mastery of their professional skills. This sequence will challenge students within their teaching context to examine their perspectives, understandings and practices in teaching learning and leading. This sequence most directly addresses TLLSC Enduring Understandings 3,9,10 and 11.

Module Goals

Essential Questions:

- How does my knowledge and understanding of students, their prior knowledge, skills and experiences impact my instructional planning, assessment choices, and delivery?
- How do the characteristics of the community, school, and classroom affect student learning?
- How have my instructional choices impacted student learning and achievement?
- What professional learning goals do I have for myself as a teacher? What specific steps can I take to pursue these goals? What resources will I need?
- What does it mean to be an educator in service of social justice?
- Why are the areas of service, skills, knowledge and ethics critical to advancing social justice through education?

- What issues of social justice and inequity have been raised by my experiences in schools and communities during the TLLSC program?
- What are the implications of the Loyola University School of Education conceptual framework for my future work as a teacher?

As a part of this module, candidates will understand that effective educators:

- Utilize research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students. **EU3**
- Create and support safe and healthy learning environments for all students. **EU9**
- Utilize information from theories and related research based practices when making decisions and taking action in their professional practice. **EU10**
- Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement. **EU11**
- 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 in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students. EU2
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity). EU7

As a part of this module, candidates will:

- Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior(3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB)
 - **EU3 S2, S3, S5, S6, S9**
- Use data to evaluate and monitor students' needs, instruction and collaboration for impact on teaching and learning. (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB)
 - **EU9 S7, S8**
- Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators. (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB)
 - **EU10 K1, K2, K3, K4, S1, S2**
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1K, 2K, 5M, 7M, 8J) (IB)
 - **EU11 S2, S3, S4, S6**
- Support and deliver instruction in cooperation with their assigned co-teacher. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB)

- EU1 S7, EU2 S8, EU4 S7
- Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs. (1H, 3J, 5H, 5K, 5M, 5P,7Q)(IB)
 - EU3 S10, S11, S16, S18
 - EU4 S5
- Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families. (5H, 5J, 9K) (IB)
 - EU6 S12
 - EU2 S9
- Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion. (4K, 4N, 5K, 5M, 5N, 8I, 8J,8O, 8R,8S, 9G, 9K, 9N) (IB)
 - EU9 S6, S8

IDEA Objectives connected to the IDEA Course Evaluation Request below are:

- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field
- Acquiring skills in working with others as a member of a team

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions Assessment:

All student in the School of Education are assessed on one or more dispositional areas of growth across our programs. Students are offered opportunities to receive feedback on their dispositional growth in the areas of **Professionalism, Inquiry and Social Justice**. Disposition data is reviewed regularly by faculty to work with students to develop throughout their program and address any issues as they arise. The specific disposition or dispositions for this course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in Digication for this course.

D1	demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
D2	engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
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). (1A, 9F, 9R) (IB)
D4	demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
D5	participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
D6	collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)

D7	valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 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)
D9	demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
D10	maintaining one's own intellectual, emotional and physical well-being to effectively fulfill one's professional responsibilities. (4I) (IB)
D11	implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
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.
D14	demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.
D15	valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
D16	demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
D17	demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication (9H, 9I).

See Disposition Rubric provided in Digication for assessment specifics.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100% A
90% - 92% A-
87% - 89% B+
83% - 86% B
80% - 82% B-
77% - 79% C+
73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
Below 62% F

Attendance:

- Arrive promptly and maintain excellent attendance records. (See attendance form) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your instructor and co-teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
 - Inform your Instructor, Coach and Co-teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.
 - Reference TLLSC Internship Handbook for more detailed information regarding attendance and notification policies.
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Module Assignments

- **Module Participation & Reflections: 25% of final grade**

- Candidates are expected to consistently and actively participate in all class activities and discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. Candidates must attend their site all day, everyday that school is in session, including professional development days, parent conferences and any other teaching related events. Candidates must document their time using the **Communication & Collaborations Work Log** provided and submit the signed form to their University Coach weekly and then in Word Format to Digication at the conclusion of their module. Seminar sessions will build directly on assigned readings and field experiences; candidates must come to class having read all assigned texts and articles, as well as completing a reflective journal each week which must also be submitted **via Digication**.

- **Teaching Evaluations: 50% of final grade**

- Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 2 formative (interim) teaching evaluations and 2 summative (midterm and final) evaluations. Evaluations should be signed by participants and uploaded to Digication by University Coach.
- Candidates must submit a written lesson plan analysis (see template) to their Coach and Co-Teacher no later than 72 hours prior to each observation via email (**and submit lesson in Digication**).
 - Midway through the Sequence 8, sometime during weeks 7-8, a summative mid-term evaluation/observation will be completed. Both the Internship Coach and the Cooperating Teacher will complete a mid-term evaluation of the Candidate. The mid-term evaluation is meant to identify the Candidate's progress or lack thereof. While a formal debriefing including the Cooperating Teacher is not necessary, the Internship Coach is expected to discuss/meet in person/meet via email/meet via phone conference with the Cooperating Teacher regarding his/her mid-term evaluation of the Candidate.
 - The final student teaching observation will include the final evaluation and a summative debriefing of the Candidate's progress or lack thereof. This final observation and meeting will occur sometime during weeks 14-15. Both the Internship Coach and the Cooperating Teacher will complete a final evaluation of the Candidate, and will participate in a portion and/or all of the final debriefing.
 - The interim observations will be evaluative in nature, will include a formal debriefing between the Internship Coach and the Candidate, and will include the identification of goals on which the Candidate is to work for the next observation. These observations are to be scheduled in accordance with the schedules of the Candidate, Cooperating Teacher and Internship Coach.
 - **50% of the final grade reflects the results of the midterm and final evaluations**, the overall job performance of the student, including their ability to respond to corrective feedback and suggestions from the cooperating teacher and Internship Coach.

- **Classroom Management Plan: 10% of final grade**

- Candidates will gradually throughout the semester discuss with their Cooperating Teacher issues related to classroom management and developing positive relationships with children (as guided by journal topics assigned by university coaches). Candidates will ask for specific information about the classroom management plan already in place and ask for an opportunity to tweak that plan or try new strategies with the whole class or a few individual students. They may teach a lesson to help students gain important social or behavioral skills change a rule. Candidates will attempt to determine the function that impeding behaviors have for individual students who do not follow classroom rules/procedures. They will reflect on issues related to classroom management and gradually develop their own position on classroom management. A summary of these considerations will be submitted as a short essay via Digication.

- **School Service Hours: 5%**

- Candidates are expected to participate in an area of volunteer service within the school. The work they do does not need to directly benefit the students in their own classroom as long as it benefits the school or school community as a whole. Examples of appropriate service projects include but are not limited to sponsorship of a club, tutoring, before/after (extended day) school care, volunteering at a school open house, working on a school fundraiser, participating in parent night, assisting with curriculum mapping, working with students on Special Olympics or adaptive recreation programs, attending LSC or PTA meetings. School service projects should be a minimum of 15 hours in length for a 15-week placement. School service should be documented using the form provided by your Internship Coach. Your school service form should be submitted in Digication.

- **Summative Assessment: 10%**

- Candidates will complete a *Professional Practice Profile (PPP) essay*. The PPP consist of two reflective essays that teacher candidates complete at the conclusion of their program. The first is a reflective statement about the School of Education's conceptual framework, *Professionalism in the Service of Social Justice*. The second is a reflective statement about the role of community in education and the candidates' development of collaborative relationships throughout the TLLSC program. Rubric in Digication.

- **Engaged Learning Documentation**

- All students enrolled in an engaged learning class are required to document their site information and learning outcomes in LOCUS. This information is used for institutional research and documentation; however, most important to you, it is used for risk management/insurance purposes and to substantiate your fieldwork experience. Follow the instructions at this webpage to enter your information: <http://www.luc.edu/experiential/forstudents/locustutorial/>.

Module Reference Books

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. &McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

School of Education Policies and Information

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.

Conceptual Framework Standards

Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago, School of Education's Conceptual Framework (<http://www.luc.edu/education/mission/>) emphasizes action and impact through education.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

DCFS Mandated Reporter Training:

As a teacher, you will be a mandated reporter of child abuse in the State of Illinois. In order to understand this role, you will need to complete an online training module that is provided by the state. It will take you approximately 60 to 90 minutes to complete and you will receive a certificate of completion. This certificate is to be uploaded to Digication under your TLSC 360 course. Please print the certificate and keep it for your records. Here is the link to the module:

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=D67FA56FC88615C0F4B772600B71A8EC>

Diversity

This module calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates' understanding of diversity on multiple levels.

University Policies and Information

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, 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 and 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. You can access more information on Digication here: [Digication](#). [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

Instructors will provide individualized schedules for synchronous meetings

Student Participation

Students should check classroom platforms and emails daily for updates from instructors regarding participation, assignments, scheduled evaluation and course changes.

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](http://www.luc.edu/sac/) (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. 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/>

Additional Information for the Spring Semester 2022:

*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.

*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. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Additional Online Courses Policy for the Spring Semester 2022:

***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**

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

***Student Participation**

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?)

***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)**

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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>

TLSC Sequence 8 - Spring 2022

Organization of each Seminar:

- 30 minutes for exchanges/questions about your experience/practice (20 min in groups and 10 min with the whole group).
- 40 minutes on a lesson’s analysis: 15 min of **presentation by the candidate (topic of your choice)**, followed by 5 minutes of individual reflection about the lesson, and then 20 minutes of exchanges about it.
- 20 minutes on the **weekly topic presented by Professor Mahieu** (see topics in the table below).
- 15 minutes for diverse questions (optional).

Monday January 17, 2022 MLK Day	No Seminar Loyola University Closed	Check Sakai for Syllabus and Forms
January 24, 2022	Seminar 1 w/ University Supervisor	Presentation (by candidate): Laila Galecki Weekly Topic (by professor): Teacher resources
January 31, 2022	Seminar 2 w/ University Supervisor	Presentation: Sam Chepulis Weekly Topic: Math/Science Culture
February 7, 2022	Seminar 3 w/ University Supervisor	Presentation: Emily Dennis Weekly Topic: Didactical Contract
February 14, 2022	Seminar 4 w/ University Supervisor	Presentation: Hasson Khalil Weekly Topic: Games of Frames
February 21, 2022	Seminar 5 w/ University Supervisor	Presentation: Paola Gomez Weekly Topic: Compared Systems

February 28, 2022	Seminar 6 w/ University Supervisor	Presentation: Lisa Senese Weekly topic: Anthropological Theory
March 7, 2022 Loyola Spring Break	No Seminar- Loyola Spring Break	
March 14, 2022	Seminar 7 w/ University Supervisor	Presentation: Gabriella Moncher Weekly Topic: The role of History of Math/Science in teaching
March 21, 2022	Seminar 8 w/ University Supervisor	Presentation: Aurora Rodriguez Servin Weekly Topic: Didactic of Geometry, Analysis, Algebra
March 28, 2022	Seminar 9 w/ University Supervisor	No Presentation Weekly Topic: Differentiated Instruction
April 4, 2022 #10	Teacher Certification meeting w/ Associate Dean Nancy Goldberger 5:00-5:45pm Final Seminar w/ University Supervisor 5:45pm-6:45pm	No Presentation No Weekly Topic ➔ Course Wrap-Up
April 11, 2022	PLC 4:15pm-6:15pm	
April 18, 2022	PLC 4:15pm-6:15pm	SUBMIT S8 Summative Assessment- Professional Practice Profile due via Live Text
April 25, 2022	PLC 4:15pm-6:15pm	

Seminars Resources

The idea is to share some good (re)sources for your practice. It is obviously non-exhaustive, but some good material that will help you becoming a more accomplished teacher.

Seminar 1 – Teachers Resources:

- National Council of Teachers of Mathematics (NCTM)
- Illinois Council of Teachers of Mathematics (ICTM)
- American Mathematical Society (AMS)
- Mathematical Association of America (MAA)
- Khan Academy
- MOOCs: Coursera, edX, Stanford online
- Youcubed: <https://www.youcubed.org/resource/online-courses-for-teachers/>
- LaTeX: to write professional documents (type equations)

- Word with equations extension: to write math formulas
- Python: you'll teach Python in your class at some point, we already do in many other educational systems (Europe, Asia, etc)
- Matlab: anything in math (you have to code)
- R: free software for Statistics (you have to code)
- Kahoot
- DragonBox 5-12

Seminar 2 – Math Culture:

- Be curious!
- Be passionate about Math!
- Be the Master of Math, not just a more advanced student, and it means having a knowledge that goes much beyond a set of techniques, you must develop a Culture in your specialty like Science teachers do! Become a good story-teller, share anecdotes, it will give power and traction to your teaching.
- Learn applications of Math to other fields, to enrich your lessons, bring applications, and connect with students on topics they might like.
- The certification is not the end of your learning journey but just the beginning: YOU MUST CONTINUE TO LEARN, AND SHARE!

Websites to enrich your culture:

- Numberphile
- The Great Courses Plus
- Youcubed
- Coursera
- edX
- Stanford online
- etc

- Famous popularizers:
 - Keith Devlin
 - Ian Stewart
 - Marcus du Sautoy
 - Simon Singh
 - Mickael Launay
 - Denis Guedj
 - Steven Strogatz
 - Eugenia Cheng
 - etc

- Math & Arts:
 - MC Escher
 - Rafael Araujo
 - Benoit Mandelbrot
 - etc

- Documentaries
 - Donald in Mathmagic Land, youtube
 - Fractals, the hidden dimension, youtube
 - The story of Math, by Marcus du Sautoy
 - The code, MdS
 - The story of 1, youtube
 - BBC podcasts, History of Math, by Marcus du Sautoy
 - etc

Seminar 3 – Didactic Foundations:

https://sakai.luc.edu/access/content/attachment/TLSC_380_05E_2738_1212/Forums/8d4240c2-05eb-4b5d-a15c-5944fbd803a3/thesis_GManno_06_engl.pdf

https://sakai.luc.edu/access/content/attachment/TLSC_380_05E_2738_1212/Forums/8892e2fe-4549-4d33-9efc-2357e538d5ed/Guy%20Brousseau%20-%20Theory%20of%20didactical%20situations%20in%20mathematics%20_2002_.pdf

https://sakai.luc.edu/access/content/attachment/TLSC_380_05E_2738_1212/Forums/94b89d17-b250-4908-bb1b-b513c7527d33/On_Didactic_Transposition_Theory.pdf

https://sakai.luc.edu/access/content/attachment/TLSC_380_05E_2738_1212/Forums/4a0369b1-8dcf-4041-9c15-720453643ca6/ICME%2013_TA_IntroductionFrenchDidactics.pdf

https://sakai.luc.edu/access/content/attachment/TLSC_380_05E_2738_1212/Forums/e31937d5-b2d2-4eeb-8474-ab73082bd414/Unesco.pdf

Seminar 4 – Change of Frames/Settings:

PhD Dissertation about this Topic:

file:///Users/fredericmahieu/Downloads/Difficulty_of_Change_framework_andor_register_amon.pdf

https://link.springer.com/chapter/10.1007/978-94-017-2195-0_6

<https://www.amazon.com/Mathematical-Knowledge-Teaching-Mathematics-Education/dp/0792313445>

International Congress on Mathematical Education:

<https://www.icme14.org/static/en/news/36.html?v=1611624888462>

Seminar 5 – Compared Systems:

Singapore Method: <https://www.singaporemath.com/what-is-singapore-math/>

Comparison of teaching Math in 7 countries: <https://nces.ed.gov/pubs2003/2003013.pdf>

Results 2019 published in December 2020, ranking the US in Math internationally: <https://nces.ed.gov/timss/results19/index.asp#/math/intlcompare>

Last PISA tests (2018), organized by the OECD: <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>

In particular a focus on effective policies and successful schools: <https://www.oecd.org/pisa/publications/pisa-2018-results-volume-v-ca768d40-en.htm>

Results of the US: https://www.oecd.org/pisa/publications/PISA2018_CN_USA.pdf

Comparison of math teaching methods between the US and China: <https://www.nap.edu/read/12874/chapter/2>

Conceptual frameworks in didactics - Learning and Teaching. Trends, Evolution and Challenges: <https://journals.sagepub.com/toc/eera/17/1>

A nice research paper on different teaching methods:

https://www.researchgate.net/publication/320385212_COMPARISON_OF_NEW_MATHEMATICS_TEACHING_METHODS_WITH_TRADITIONAL_METHOD

Seminar 6 – Anthropological Theory

<https://ardm.eu/who-are-we/yves-chevallard-english/>

https://www.researchgate.net/publication/317402123_ANTHROPOLOGICAL_THEORY_OF_THE_DIDACTIC_A_NEW_RESEARCH_PERSPECTIVE_ON_DIDACTIC_MATHEMATICS_IN_INDONESIA

https://www.jasme.jp/hjme/download/05_Yves%20Chevallard.pdf

<https://hal.archives-ouvertes.fr/hal-01289424/document>

<https://www.amazon.com/Working-Anthropological-Didactic-Mathematics-Education/dp/036718771X>

Seminar 7 – The role of History of Math/Science in your Teaching

For Math:

<https://www.maa.org/sites/default/files/HistoryMathCourses.pdf>

https://www.researchgate.net/publication/281223989_Do_teachers_need_to_incorporate_the_history_of_mathematics_in_their_teaching

Great books about History of Math:

<https://www.maa.org/press/maa-reviews/a-history-of-mathematics-an-introduction>

<https://www.maa.org/press/maa-reviews/using-history-to-teach-mathematics-an-international-perspective>

https://www.amazon.com/History-Mathematics-3e-Carl-Boyer/dp/0470525487/ref=lp_14_img_0/141-5025115-5086419?encoding=UTF8&pd_rd_i=0470525487&pd_rd_r=d0961994-d2ae-435d-b82e-1db4d190403a&pd_rd_w=g3eFB&pd_rd_wg=1SdDC&pf_rd_p=337be819-13af-4fb9-8b3e-a5291c097ebb&pf_rd_r=J4431ZHF09P38K7QG7HF&pvc=1&refRID=J4431ZHF09P38K7QG7HF

<https://www.ijopr.com/download/does-using-history-of-mathematics-make-sense-the-views-of-teacher-candidates-6380.pdf>

<https://wiki.ezvid.com/best-history-of-mathematics-books>

For Science:

<https://www.edutopia.org/article/building-critical-thinkers-combining-stem-history>

<https://files.eric.ed.gov/fulltext/EJ1050897.pdf>

<http://www.bu.edu/articles/2016/science-history/>

<https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=16936&context=rtd>

https://depts.washington.edu/hsexec/library_list.html

Seminar 8 – Didactic of Geometry, Analysis, Algebra

Geometry:

<https://aip.scitation.org/doi/pdf/10.1063/1.5016657>

<https://iopscience.iop.org/article/10.1088/1742-6596/1764/1/012129/pdf>

https://link.springer.com/chapter/10.1007/978-94-011-5226-6_3

<http://ife.ens-lyon.fr/publications/edition-electronique/cerme6/wg5-08-panaoura-gagatsis.pdf>

https://www.math.arizona.edu/~kaushish/documents/geometry_education.pdf

https://www.ind.ku.dk/publikationer/inds_skriftserie/2005maj4F/4F.pdf

<https://files.eric.ed.gov/fulltext/EJ1106188.pdf>

<https://www.slideshare.net/luckysenzo/learning-and-teaching-of-geometry-duval>

https://www.researchgate.net/publication/226963819_Personal_Geometrical_Working_Space_a_Didactic_and_Statistical_Approach

Global presentation of the didactic of Geometry:

http://perso.irem.univ-paris-diderot.fr/~kuzniak/publi/ETM_EN/Diapo_Cerme.pdf

Calculus:

https://link.springer.com/chapter/10.1007/0-306-47231-7_26

<https://link.springer.com/content/pdf/10.1007%2F978-3-030-05514-1.pdf>

Algebra:

<https://hal.archives-ouvertes.fr/hal-01914664/document>

<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=33140E98C189203DD33D6AA0041118A8?doi=10.1.1.495.2676&rep=rep1&type=pdf>

Seminar 9 – Differentiated Instruction

file:///Users/fredericmahieu/Downloads/13782_chapter.pdf

<https://www.edutopia.org/article/how-differentiate-math-instruction-one-one-conferences>

<https://buildingmathematicians.wordpress.com/tag/differentiated-instruction/>

A class at Harvard online:

<https://online-learning.harvard.edu/course/differentiated-instruction-made-practical?delta=0>

https://ell.stanford.edu/sites/default/files/u6232/ULSCALE_ToA_Principles_MLRs_Final_v2.0_030217.pdf

<https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5235&context=etd>

<https://core.ac.uk/download/pdf/151480295.pdf>