



**LOYOLA
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Preparing people to lead extraordinary lives

**TLLSC 461: Designing and Implementing Relevant Assessment and Instruction:
Teacher Performance Assessment (edTPA) Preparation
Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant
Instruction and Assessment**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Spring Semester 2022

Instructor Information

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Office hours: M-F, 7:00-5:00 By appointment (live or via Zoom)

I will respond to emails within 24 hours M-F. Emails received during the weekend will receive a response Monday morning.

Module Information

Dates: January 18, 2021– March 12, 2021

Days: Monday Seminar 4:15-6:45 for TLSC 460 with Prof Elizabeth Ferrell

In addition, candidates will meet with me bi-weekly (live or via Zoom) for 20-60 min

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.

Sequence Description

During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to 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 three days per week while being supervised by their Internship Coach. Monday night seminars will be held and lead by a Loyola University Instructor. Candidates will compose a pilot edTPA project, although the requirement for edTPA has been waved for this year. Candidates will administer, analyze, and reflect upon an assessment. This sequence will better prepare candidates for independent work by also discussing components of the Teacher Performance Assessment (edTPA). TLSC 461 will guide the fieldwork experience required by that work through observation, feedback and reflection focusing heavily on professionalism in teaching and disposition. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Goals

Essential Questions:

1. How does my knowledge and understanding of my students impact my assessment development and implementation?
2. How do my curriculum and instruction choices impact the classroom environment?
3. How does my use of data support student success?
4. How does my formal and on-going reflection on the impact on my students' learning aid in my development as a professional educator?

As a part of this module, 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.
- 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.
- 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).
- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Support and deliver instruction in cooperation with their assigned co-teacher.
 - EU1 S7 Apply strategies that recognize and account for students' prior knowledge and also address gaps in students' skills required for knowledge attainment. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 5I)
 - EU2 S8 Provide students opportunities to develop and utilize collaborative communication, problem-solving and work skills. (4C, 4K, 4N, 5I) (IB)
 - EU4 S7 Maintain student records with appropriate confidentiality. (7P, 9J)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
- Implement appropriate, standards-based lesson plans to maximize learning for all students by using culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving.
 - EU3 S9 Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5L, 5I, 5M, 5Q, 5S, 8N) (IB)
 - EU6 S10 Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (2K) (IB)
 - EU6 S11 Use resources and multiple representations of content effectively, including technology, to enhance student learning. (2I, 2J, 2L, 2M, 2O) (IB)
 - EU7 S6 Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)

- 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.
 - **EU3 S10** Adjust teacher’s role in the instructional process as instructor, facilitator, coach, or audience in relation to content and purposes of instruction and needs of students. (5K) (IB)
 - **EU3 S11** Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
 - **EU3 S16** Adjust plans on the basis of demographic and instructional data to maximize alignment of goals, content, assessments, instruction, and resources. (1H, 3J, 5P) (IB)
 - **EU3 S18** Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M, 5J, 5P) (IB)
 - **EU4 S5** Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)

- 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.
 - **EU6 S12** Reflect and analyze past lessons to improve in the future. (9K) (IB)
 - **EU2 S9** Reflect upon and integrate student qualitative feedback regarding instructional activities. (5H, 5J)

- 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.
 - **EU9 S6** Evaluate personal instructional style, use of technology, and collaboration to promote learning, curiosity, and socially and emotionally healthy interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)
 - **EU9 S8** Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (1C; 4N (i.e., students with special needs, ELL, gifted). (5M, 5N, 8I, 8O, 8S, 9K, 9N) (IB)

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 and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—***Social Action through Education***—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

SmartEval Objectives connected to the SmartEval 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

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 LiveText 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.

TLSC 360/461 Disposition Rubric			
Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
D4: Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.			

Candidates communicate the importance of collaborative relationships in order to enhance student learning and development; and communicate the importance of the role that teachers, administration, families, and communities play in student successes	Candidates passively participate in collaborative relationships with peers and co-teacher educators focused on enhancing student learning and development	Candidates take on leadership role when working with peers or co-teachers while engaging in collaborative relationships beyond their immediate colleagues to promote student learning and development	Candidates organize opportunities to engage in and lead collaborative efforts with a variety of stakeholders (i.e. students, teachers, administrators, family, community) to enhance learning and development of students
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			
Candidates recognize and communicate through writing or orally that their decision making and biases can impact students learning and development and communicate how these biases could impact their decisions and practices..	Candidates evaluate their biases, implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and reflect upon their actions with an awareness of how their behavior and biases impact students	Candidates question the biases of others, encourage others to implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and serve as a role model to others	Candidates lead an effort that promotes respect, fair-mindedness, empathy, and ethical behavior toward all learners so as to change the school-wide culture related to student learning and development
D12: Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students			
Candidates make statements that limit students or are inconsistent in establishing high expectations for all learners or design and implement instruction that challenges select students	Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations	Candidates design and implement instruction that challenges students to reach high expectations and create environments that promote opportunities for self-determination	Candidates lead an effort to promote opportunities and support others in facilitating goal setting and self-determination for students on a grade or school wide level
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			
Candidates are inconsistent in developing and implementing instruction that is differentiated to meet the needs of all learners or resist the use of strategies that would benefit learners needing support	Candidates are consistent in developing and implementing instruction that is differentiated to meet the needs of all learners or are inconsistent in the use of strategies that would benefit learners needing support	Candidates create opportunities to engage all students by differentiating instruction to meet the needs of each learner and consistently evaluate their practice and collaborate with others to ensure success for all students	Candidates advocate for the use of differentiated instruction to meet the needs of each learner during grade level team and/or school wide efforts to promote inclusion
D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.			
Candidates occasionally report to class or field sites late, or fail to make up absences, occasionally are unprofessionally dressed or unprepared for class activities; occasionally do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students	Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus; initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance; use appropriate tone, word choice, and etiquette when interacting	Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities; proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve issue independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-	Candidates report to class or field sites early, are dressed in professional attire, are prepared for course activities, and take advantage of additional opportunities to engage with the sites; proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and take ownership of resolving issues independently; use appropriate tone, word choice, and etiquette when

	with faculty, co-teachers, peers, and students	teachers, peers, and students	interacting with faculty, co-teachers, peers, and students.
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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:

- School site – Be on time (preferably early) and 100% prepared each day. This means being in your assigned classroom with your coats off and ready to go BEFORE students enter the room. All instructional materials should be prepared and organized in advance. Candidates are expected to be at their school site 3 days/week during this module, for the entire school day. They should coordinate with their co-teacher their attendance hours and can request to arrive early and/or stay late if desired. Additionally, they must maintain excellent attendance records using the weekly work log Google doc.
 - Monday night seminars – Candidates are expected to attend every seminar session for the scheduled duration. All work must be completed in advance. For virtual sessions, candidates should have their cameras on unless they have extenuating circumstances.
 - Absences – Candidates are allowed up to 2 absences from school site visits over the course of the semester (not module). Candidates should notify both their co-teacher and their internships coach for scheduled absences or as soon as possible after an unexpected, extenuating circumstance. Although up to 2 absences has been standard practice in the past, current school policies for missing school due to illnesses may require additional absences. If you must miss more than 2 days over the course of the semester, contact your internship coach to discuss how to proceed.
 - 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. If you miss a school site day, it is necessary to contact your internship coach.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Reach out in advance if you know something will be late.
 - Reference TLLSC Internship Handbook for more detailed information regarding attendance and notification policies.
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Module Assignments

Module Participation: 30% of final grade

- Candidates are expected to consistently and actively participate in all TLSC 461 class activities and discussions – in person, synchronous or asynchronous. Candidates are expected to communicate and collaborate professionally with co-teachers and students and will be evaluated by a **participation rubric** by both their internship coach and co-teacher.
- Candidates will work to establish a schedule/responsibilities with their co-teacher based on the expectations for this course and the supports required by the school/teacher/students and fulfill those responsibilities as agreed for the duration of the session. Candidates must document their time using the

Communication & Collaborations form provided and submit the form to their University Coach weekly (by Fridays at 9PM) via google docs and then to Digication at the conclusion of their module. The goal is to fulfill 21+ hours of interactions/observations/teaching/ planning/support per week. Ideas for these interactions can/should include but are not limited to:

- Collaborating on planning and development of curriculum and curricular materials:
 - Attend planning sessions, team meetings, etc.
 - Weekly calendars
 - Live or virtual activities/presentations 1-2 per week
 - Researching and suggesting high quality learning materials/resources
 - Creating Learning Materials/Resources
 - Analyzing assessments and/or rubrics (quality of questions, alignment with objectives, anticipating points of confusion)
 - Creating Assessments and/or rubrics
 - Exploring virtual/remote-learning resources

- Observe/Support Virtual Instruction
 - Attend/assist live (or virtual) instruction sessions your teacher is providing to students
 - Present 1-2 lessons (virtual/in-person) per week beginning week 3/4
 - Perhaps host weekly student Q&A/support sessions for 1-2 hours/week
 - Assist with grading and other administrative responsibilities

****If you are unsure of what you can/should be doing or feel limited/restricted in your ability to be actively engaged, please contact your Internship Coach for suggestions or advice.**

Lesson Plan Feedback and Teaching Evaluations: 40% of final grade

Candidates, in collaboration with their Internship Coach and Co-teacher, will arrange for 4 teaching evaluations to take place on an approximately bi-weekly basis. These evaluations include the following components:

- Written lesson plan (see template) – submit to co-teacher and internship coach a minimum of 72 hours in advance of planned teaching time. Written or live feedback will be provided, and the candidate should make all revisions and edits.
- Teach the lesson (observed by co-teacher and internship coach)
- Post-lesson conference (with co-teacher and internship coach, together or separately). To reflect on lesson and receive feedback, guided by the evaluation rubric.
- Written Reflection and final lesson plan – to be submitted to Digication, along with completed evaluation forms received from the co-teacher and internship coach.

Weekly Reflections: 20% of final grade

Candidates will write weekly reflections of a full page in length. Reflections should focus on course topics, readings, discussions, and field experiences in response to prompts given. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. There are 8 weeks in this module, and 6 reflections should be completed.

Summative Assessment: 10% of final grade

Candidates will complete and submit the practice edTPA project as outlined by their TLSC **460** instructor.

Candidates will discuss with their co-teacher immediately as to what content material they should focus on implementing based on the timeline for the assignment and use that discussion as a basis for writing goals and objectives and building assessments.

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.

Tentative Module Schedule for TLSC 461 (not including assignments for TLSC 460)

For Observations, you must:

- Submit written lesson plan to co-teacher and coach 72 hours in advance
- Make any revisions/edits to lesson plans based on feedback
- Teach the lessons
- Meet with co-teacher and coach to debrief
- Submit your final lesson plan, reflection sheet, all supporting documents/links, and evaluation forms to Digication

Week Of...	Readings/Assignments	Assignment Due
January 17th No TLSC 460 Seminar - MLK Day	Complete Internship Info Form	Email to Internship Coach by 1/28
	Weekly Reflection #1	In Digication by 9pm Fri. 1/21
	Work Log Verification	In GoogleDoc by 9pm Fri. 1/21
January 24th Submit Internship Info Form to Coach by 1/28	Weekly Reflection #2	In Digication by 9pm Fri. 1/28
	Work Log Verification	In GoogleDoc by 9pm Fri. 1/28
January 31th Live Lesson Observation #1 by this week (or next)	Weekly Reflection #3	In Digication by 9pm Fri. 2/4
	Work Log Verification	In GoogleDoc by 9pm Fri. 2/4
February 7th	Weekly Reflection #4	In Digication by 9pm Fri. 2/11
	Work Log Verification	In GoogleDoc by 9pm Fri. 2/11
February 14th Live Lesson Observation #2 by this week (or next)	Weekly Reflection #5	In Digication by 9pm Fri. 2/18
	Work Log Verification	In GoogleDoc by 9pm Fri. 2/18
February 21nd Live Lesson Observation #3 by this week (or next)	Weekly Reflection #6	In Digication by 9pm Fri. 2/25
	Work Log Verification	In GoogleDoc by 9pm Fri. 2/25
February 28th Live Lesson Observation #4 by this week (or next)	Weekly Reflection #7	In Digication by 9pm Fri. 3/4
	Work Log Verification	In GoogleDoc by 9pm Fri. 3/4
March 7th All 4 observations must be complete by Friday 3/11	Weekly Reflection #8	In Digication by 9pm Fri. 3/11
	Work Log Verification	In GoogleDoc by 9pm Fri. 3/11

Loyola University Chicago
School of Education
Syllabus Addendum

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

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**

[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/) (<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/>