



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

Instructor Information

TLSC 401

Name: Aimee Ellis, Ph.D.

Email: apapola@luc.edu

Phone: 312-915-6679

Office hours: By prior appointment only

TLSC 403

Name: Dr. Kelly N. Ferguson

Email: kferguson@luc.edu

Office: 312-915-6841

Office hours: By appointment on campus

TLSC 405

Name: Yvonne El Ashmawi, Ph.D.

Email: yelashmawi@luc.edu

Office: 312-915-6336

Office hours: By prior appointment only

Summer A (May 29th (Tuesday) – June 29th (Friday))

TLSC 401: Language, Learning and Development: Theories in Practice
[5/29-6/8, M-R, 8:30-12:00, Campus Location: Mundelein Center, Room 308, Lake Shore
Campus (LSC) School Site Location: Swift Specialty School, 5900 N Winthrop Ave, Chicago,
IL 60660 (Unless otherwise noted, class meets at the school site location) – 2 credits

Instructor: Dr. Aimee Ellis; apapola@luc.edu

TLSC 403: Teaching, Learning and Leading for Social Justice
(5/30-6/29, Tuesdays, 1-3:30, Mundelein 404) – 1 credit

Instructor: Dr. Kelly Ferguson; kferguson@luc.edu

TLSC 405: Analyzing Culturally Responsive Classroom Instruction
(6/11-6/29, M-R, 8:30-12:00, Mundelein 304; Sullivan HS as noted in class) – 3 credits

Instructor: Dr. Yvonne El Ashmawi; yelashmawi@luc.edu

School of Education 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.

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 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

This course assesses the following framework standards:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Our conceptual framework is described here: www.luc.edu/education/mission/

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of ***professionalism, social justice and inquiry***. The specific disposition or dispositions for each 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.

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. The following will be assessed for this course:

IDEA Objectives:

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. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to apply knowledge and skills to benefit others or serve the public good

Grading Policy & Scale:

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

Grade	Percent	Point
A	93%	93-
A-	90%	90-92
B+	87%	87-89
B	83%	83-86
B-	80%	80-82
C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66
F	62% and	0-62

Attendance:

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.

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- Inform your professor and classroom 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 prior permission to submit them late is given. There will be a deduction in points for late assignments.

Participation Policy

It is expected that teacher candidates will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions, both while in the PK – 12 classrooms and in the sequence instructional sessions on campus and at the school site. In the event of approved absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective sites. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor: Part I

- 2- Always prompt and regularly attend sessions
- 1- Rarely late and regularly attend sessions (No more than one absence)
- 0- Often late and/or poor attendance at sessions (More than 2 absences)

Professional Attitude and Demeanor: Part II

- 2- Always prepared for sessions with assignments and required materials
- 1- Rarely unprepared for sessions with assignments and required materials
- 0- Often unprepared for sessions with assignments and required materials

Level of Engagement in Class

- 2- Always a willing participant. Contributes by offering ideas and asking questions during sessions
- 1- Often a willing participant. Contributes by offering ideas and asking questions during sessions
- 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions

Integration of Readings into Classroom Participation

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

Listening Skills

- 2- Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others
- 1- Listen when others talk, both in groups and in sessions
- 0- Rarely listen when others talk, both in groups and in sessions

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***.

TLSC 401 Information

Dates: 5/29/18-6/7/18

Days: Monday through Thursday

Times: 8:30 am – 12:00 pm

Campus Location: Mundelein Center, Room 308, Lake Shore Campus (LSC)

School Site Location: Swift Specialty School, 5900 N Winthrop Ave, Chicago, IL 60660

(Unless otherwise noted, class meets at the school site location)

TLSC 401: Language, Learning and Development: Theories in Practice

Through this module, teacher candidates: (a) observe and work with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen their understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learn about the cognitive and linguistic attainments of each developmental level, as well as the link between cognitive/language development and academic and broader developmental progress in diverse groups of children, and (c) deepen their understanding of the ways in which social, cultural, and environmental contexts might shape children's development and cognitive processing.

Some theories we will explore include: *Behaviorism*, *Social Cognitive Theory*, *Cognitive Developmental Theory*, *Social Constructivism/Sociocultural Theory*, *Information Processing Theory*, *Ecological Systems Theory*, *Gardner's Multiple Intelligences*, *Emotional Intelligence*, and *Kohlberg's Moral Development*

Module Essential Questions

1. How do theories of cognitive development, psychosocial development, language acquisition and learning theories help teachers to understand and guide the nature of their interactions and pedagogical practices with students? How would educators go about gathering evidence of these theories in birth to grade 12 settings?
2. Why are the key components and principles of information processing theory critical for educators to understand? How would educators go about utilizing this theory in birth to grade 12 settings?
3. How can observational evidence of the physical characteristics, communication skills, linguistic development, cognitive capacities, and social-emotional needs of children be

used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings?

4. How is children's cognitive and linguistic development influenced by social-cultural and environmental contexts (e.g., culture/ethnicity, family, community)?

Required Texts:

1. Anita Woolfolk, (2015). *Educational Psychology 13ed.* ISBN: 0134013522
***You are welcome to rent or purchase this text—we will not be reading every chapter.
2. Articles as posted by instructor in Sakai

LiveText

All students, *except those who are non-degree*, must have access to LiveText 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 LiveText here: [LiveText](#).

Assessments

Grades for the course are weighted with the following distribution.

- Developmental Chart 40%
- Concept Paper 1 15%
- Concept Paper 2 15%
- Participation 20%
- Summative Assessment 10%

Concept Papers (Two Papers, each paper – 15% of final grade) You will write a short (500-600 words, double-spaced, 11-12 pt. font, typed) paper on information from specific chapter readings during the course. These concept papers require that you think about concepts and related ideas from key developmental and learning theory perspectives introduced in course readings. As you read about each theoretical perspective, select one key concept or main idea that you wish to discuss in the paper.

These papers must include three things:

- 1) A description (in your own words) of the concept you have chosen;
- 2) An analogy or metaphor describing the concept and appropriate related ideas; and
- 3) How the concept either applies to you as an individual or how you could apply the concept in your career as a teacher.

Developmental Theories Project (40% of final grade). Over the course of the module, you will complete a developmental theories chart as a response to assigned readings (about developmental

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theories, areas of development, and age-typical characteristics and observable milestones) as well as to site visits that highlight real world examples.

You are to select 6 of the 9 theories studied throughout the module to complete your chart.

Each theory that you select must include the following:

- 1) A summary/overview;
- 2) An analogy, metaphor, or visual representation;
- 3) An example of the theory as observed from a site that was visited in addition to an explanation that demonstrates or applies the theory;
- 4) Application of the theory for the specific grade that you intend to teach (taking into account diversity among language and ability levels); and
- 5) A reflection of how the theory relates to your own identity, worldview, experiences and/or ways of learning.

Group Presentations (part of participation grade): During the second week, you will work in teams of four to present to your colleagues related to the readings for that day. A Power Point or Notes that can be uploaded in Sakai will be a huge support for your colleagues.

In groups of four, you will lead the class in discussion on a selected theory/reading. This short presentation should last between 10-15 minutes and explore the following three areas:

1. A summary of the theory (highlighting key tenets)
2. Explanation of benefits and limitations of the theory and
3. Implications for practice

Groups and dates will be decided on the second day of class.

Course Schedule

<u>Date</u>	<u>Meeting Location</u>	<u>Learning Theory Paradigm</u>	<u>To Read Before Class and Other Notes</u>
Tuesday 5/29	Campus (MUND 308)	Learning Theory Paradigms Behaviorism	Jonassen, D. H. (2008). Point of view: It's just a theory. <i>Educational technology: The magazine for managers of change in education</i> , 48(6), 45-48. [Sakai] (4 pages) Woolfolk, <i>Educational Psychology, Chapter 7: Behavioral Views of Learning</i> [Book] Pages 250-273 (23 pages)

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Wednesday 5/30	Campus (MUND 308)	Cognitive Theories Information Processing Introduction to Language Learning	Woolfolk, <i>Educational Psychology</i> , <i>Chapter 2: Cognitive Development and 8</i> [Book] Pages 44-56 and Pages 292-311 (31 pages) Woolfolk, Chapter 5, p. 170-186 (16 pages) What teachers need to know about language (posted in Sakai) *Groups will be formed for group presentations.
Thursday 5/31	Chicago Children's Museum, Navy Pier	Informal Learning Language Development	*Language Chapters 1, 2, & 3 in Sakai We are meeting at the Children's Museum for class!
Friday, 6/1	NO CLASS MEETING		***Concept Paper I due in LiveText by 3:00pm***
Monday, 6/4	Swift Elementary School	Social Constructivism Sociocultural Theory	Woolfolk, <i>Educational Psychology</i> , <i>Chapter 2: Cognitive Development and 5</i> [Book] Pages 56-68 Woolfolk, <i>Educational Psychology</i> , <i>Chapter 10: The Learning Sciences and Constructivism</i> [Book] Pages 368-395 (27 pages) Piaget, Bruner, and Vygotsky Learning Theories pp. 302-315 (posted in Sakai)
Tuesday, 6/5	Swift Elementary School	Motivation	Woolfolk, <i>Educational Psychology</i> , <i>Chapter 12: Motivation in Learning & Teaching</i> [Book] (38 pages)
Wednesday 6/6	Swift Elementary School	Ecological Systems Theory Moral Development	Woolfolk, <i>Educational Psychology</i> , <i>Chapter 3: The Self, Social, and Moral Development</i> [Book] Pages

		Theory	80-111 (31 pages)
Thursday, 6/7		Emotional Intelligence Multiple Intelligences	Bar-On, Maree, & Elias (Eds.). (2007). <i>Educating people to be emotionally intelligent</i> [Sakai] Pages (12 pages) Szpringer, Kopik, & Formella. (2014). <i>Multiple intelligences and minds for the future in a child's education</i> . [Sakai] (9 pages)
Friday 6/8	No Class Meeting		***Concept Paper II AND Developmental Theories Project and Chart due in LiveText by 3:00 pm MONDAY 6/11 ***

TLSC 403

Dates: 5/29/18 to 6/26/18

Days: Tuesdays

Times: 1:00pm – 3:30pm

Campus Location: Lake Shore Campus (LSC), Mundelein Room 404

TLSC 403: Teaching, Learning and Leading for Social Justice

This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understandings of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, and other social identities.

Module Essential Questions

1. What does it mean to teach for social justice?
2. What are characteristics of culturally responsive pedagogy?
3. What factors have influenced my own cultural identity development? What cultural values do I bring to my teaching? What cultural factors do I bring to my learning?
4. How does a school organize or structure itself to draw upon its communities' unique assets and funds of knowledge?

5.What are the qualities of a healthy learning environment? Which of these are under the control of the teacher?

6.What is the importance of a healthy learning environment?

TLSC 403 Module Assessments (assignment descriptions and rubrics are posted on Sakai):

- Self-Documentation Project (40%)
- Reflections (x2) (20%)
- Participation (10%)
- Sequence Summative Assessment (10%)

COURSE TOPICS AND ASSIGNED READINGS

<u>Date</u>	<u>Topic(s)</u>	<u>Assignment(s) Due</u>	<u>Required Reading(s)</u>
May 29	-Course Introduction -How your Positionality Biases your Epistemology -Crossing the Line	Reading Response 1 DUE on Sakai by 11:00 p.m. Sunday (June 3)	-Takacs, <i>How Does Your Positionality Bias Your Epistemology?</i> (12 pages) -Ladson-Billings, <i>Toward a Theory of Culturally Relevant Pedagogy</i> (19 pages)
June 5	-Being Honest with and Facing your Teaching Fears -Privilege	Self-Documentation Project DUE on Sakai by 11:00 p.m. (link to requirements) (June 10)	-Emdin, <i>Courage: Teach Without Fear</i> , Ch. 2 (13 pages) -Sensoy & DiAngelo, <i>Is Everyone Really Equal?</i> Ch. 5 Privilege (20 pages)
June 12	-Forms of Capital	n/a	-Yosso, <i>Community Cultural Wealth</i> (14 pages) - Moll et al., <i>Funds of Knowledge</i> (8 pages)
June 19	-How to Care	Reading Response 2 DUE on Sakai by 11:00 p.m.. Sunday (June 17)	-Valenzuela, <i>Subtractive Schooling</i> , Ch. 3 pp. 61-104 (43 pages) -Mayo, <i>LGBTQ youth and education</i> (16 pages)
June 26	-Practicing Critical Hope	Summative Assessment due on Sakai by 11:00 p.m. Friday (July 1)	-Duncan-Andrade, <i>Hope Required When Growing Roses</i> (13 pages) -Brené Brown – <i>The Power of Vulnerability</i> (Ted Talk) (20

			minutes) https://www.ted.com/talks/brene_br_owen_on_vulnerability
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Reading Responses

Include the following: Offer a reflection using the Triangle - Circle - Square framework. Please make sure to include specific reference to the readings you are referencing by including a quotation and/or citation where applicable.

Triangle: summarize three major points from the readings. Consider how they relate to your previous experiences and current classroom observations. (150-250 words)

Circle: explain what is still "circling around in your mind" regarding the readings. In other words, what are you still wondering about and trying to make sense of? (150-250 words)

Square: select something from the readings that "squares with your thinking"--aligns with your perspective-- and explain why. (150-250 words)

TLSC 405 Information

Dates: 6/11-6/29/2018

Days: Monday through Thursday

Times: 8:30 am – 12:00 pm

Campus Location: Mundelein Center, Room 304, Lake Shore Campus (LSC)

School Site Location: Sullivan High School; 6631 N Bosworth Ave, Chicago, IL 60626

(Week 1: Lakeshore Campus; Week 2: Lakeshore Campus & Field Trips; Week 3: Sullivan High School and Lakeshore Campus)

TLSC 405: Analyzing Culturally Responsive Classroom Instruction

This module builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning.

Module Essential Questions

1. What are fundamental components of culturally responsive teaching and culturally responsive classrooms?
2. What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged?
3. How do teachers facilitate student learning?

Required Texts:

- Articles as posted by instructor in Sakei
- Au, W. (Ed.). (2014). *Rethinking multicultural education: Teaching for racial and cultural justice*(2nd ed.). Milwaukee, WI: Rethinking Schools.
- Sleeter, C. E., & Carmona, J. F. (2017). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom* (2nd ed.). New York, NY: Teachers College Press.
- A student subscription to Rethinking Schools magazine \$9.95/1 year online student subscription) <https://www.rethinkingschools.org/subscribe>

LiveText

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Assessments

Grades for the course are weighted with the following distribution.

TLSC 405 Assessments

- | | |
|--|-----|
| • Lyrical CRP | 30% |
| • Curriculum Plan | 30% |
| • Journals/In-class Work/Participation | 30% |
| • Summative Assessment | 10% |

Curriculum Plan: As a group of 2-3, you will use the Understanding by Design (UbD) framework to complete stage one of an interdisciplinary unit plan for culturally and linguistically diverse students, using the template posted on Sakai. You will incorporate relevant standards from WIDA, the Common Core State Standards (CCSS), Illinois State Standards (ILS), Next Generation Science Standards, Illinois Social-Emotional Learning (SEL) standards, strategies of culturally responsive teaching, and principles of Universal Design for Learning (UDL). This assignment is worth 40 points and will be evaluated on the following criteria:

Lyrical Culturally Responsive Pedagogy Analysis: Locate a song that you believe reflects culturally responsive pedagogy. This song should speak to libertarian pedagogy and Freirean thought. It should also represent a struggle and/ or the oppression of a group of people (race, socioeconomic status, language, etc.).

Prepare a brief explanation behind your choice using the following:

- Analysis of the lyrics—significance/meaning in relation to CRP, group(s) discussed, key imagery, central lines, etc.
- Brief biography of artist and/or songwriter
- Significance of song choice in relation to social justice in greater society

Tentative Course Schedule

An Updated Course Calendar Can be Found Here:

https://docs.google.com/document/d/14R7LEBu7rV_0zjpnR35OwKLLBDUBJrp1hDLjwqfaecg/edit?usp=sharing

Date	Readings to Discuss in Class & Assignments Due
Week I Monday 6/11	<p>Bobbie Haro: <i>The Cycle of Socialization</i></p> <p>McGee Banks & Banks: <i>Equity Pedagogy: An Essential Component of Multicultural Education</i></p> <p>Miner: <i>Taking Anti-Racist, Multicultural Education Seriously (Sakai)</i></p>
Tuesday 6/12	<p><i>Un-standardizing Curriculum</i> Chapters 2 & 6 pages as assigned</p> <p>Review: Yosso's Community Cultural Wealth model</p> <p>Zmuda, <i>Designing Learning Environments That Reflect Our Knowledge of Learning and Our Realization of Mission and Vision [Sakai]</i> 13 Pages</p>
Wednesday 6/13	<p><i>Un-standardizing Curriculum</i> Chapter 3</p> <p>Wiggins & McTighe, <i>Understanding by Design</i>, Ch. 2 [Sakai]</p> <p>"UbD in a Nutshell" [Sakai]</p> <p>Wiggins & McTighe, "Understanding by Design Framework"</p>
Thursday 6/14	<p>Anzaldua: <i>How to Tame a Wild Tongue</i></p> <p>Flores Carmona: <i>Veracruz to Amherst: Undocumented student to postdoctoral fellow</i></p> <p>WIDA booklet (selected pages) In-class reading</p> <p>Walqui, "Strategies for Success: Engaging Immigrant Students in Secondary Education" [Sakai] 2 pages</p> <p>Lucas, Villegas, Freedson-Gonzalez, "<i>Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners</i>" [Sakai] 11 pages</p>

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<p>Week II Monday 6/18</p>	<p><i>Is Everyone Really Equal?:</i> Chapter 6</p> <p>UDL Guidelines [Sakai] 1 page Rose & Gravel, “<i>Technology and Learning: Meeting Special Students’ Needs</i>” [Sakai] 9 pages</p> <p>Hatt, <i>Smartness as Cultural Practice in Schools</i></p> <p>Lyrical CRP Due at 11:55 PM in Sakai</p>
<p>Tuesday 6/19</p>	<p>hooks, <i>Teaching to Transgress</i>, Ch. 3</p> <p><i>Is Everyone Really Equal?</i> Chapter 4</p> <p>Darling-Hammond, <i>The Flat World & Education</i>, Ch. 2 [Sakai] 20 pages</p> <p>Rethinking Multicultural Education Chapters: 28, 36, 37</p> <p>Kincheloe & Steinberg: <i>The Importance of Class in Multiculturalism</i></p>
<p>Wednesday 6/20</p>	<p>Field Trip to the Field Museum</p> <p>Journals Due Friday 6/22 @ 11:55 in Sakai</p>
<p>Thursday 6/21</p>	<p>Field Trip to Chicago History Museum</p>
<p>Week III Monday 6/25</p>	<p>Debrief Field Trips</p> <p>Gay, <i>Teaching to and through Cultural Diversity</i> [Sakai] 24 pages</p> <p>Sokolower: <i>Rethinking Sexism, Gender, and Sexuality</i></p> <p>Editors of Rethinking Schools: <i>Queering Our Schools</i></p>
<p>Tuesday 6/26</p>	<p>Content Area Readings Socratic Seminar</p> <p>Curriculum Plan Work Time</p>
<p>Wednesday 6/27</p>	<p>Epstein: <i>School/Family/Community Partnerships</i></p> <p>Pushor: <i>Are schools doing enough to learn about families?</i></p> <p>Journals Due @ 11:55 in Sakai</p>

Thursday 6/28	Zmuda, <i>Breaking Free from Myths about Teaching and Learning</i> , Ch. 1 [Sakai] On website Noddings, “Educational leaders as caring teachers” [Sakai] 6 pages
	Curriculum Plan Due 6/29 in Sakai @ 11:55 PM

Summer Session A Summative Assessment: Developing Teacher Identity

In this summative assessment, you will have the opportunity to build on the readings, discussions and assignments throughout Summer A to explore the development of your teacher identity by addressing key questions and establish a foundation for what you will learn in Summer B. The purpose of this assessment is to critically analyze your developing teacher identity and how this identity may inform your teaching practices. You will have three options to present the summative assessment - you will choose one.

1. Write a reflective essay of 1,200 to 1,500 words excluding references.
2. Develop a PowerPoint presentation with 12-15 slides and an accompanying audio narrative.
3. Record a 5-8 minute creative/artistic performance.

The summative assessment must address the following questions:

- What factors in my life have influenced my own cultural identity development?
- How do I make meaning of culturally responsive teaching and culturally responsive classrooms with regards to my teacher identity and practice?
- How do my understandings of learning and developmental theory impact/ guide the nature of my interactions and pedagogical practices with students?
- What knowledge, skills, and dispositions did I come in with at the beginning of the summer? What knowledge did I gain? What questions do I still have?

The summative assessment will be scored according to the following rubric:

Conceptual Framework and four categories:

	Level 1	Level 2	Level 3	Level 4
	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
Cultural Identity Development	The candidate minimally discusses the factors in	The candidate adequately discusses the factors in	The candidate adequately discusses the factors in	The candidate effectively discusses the factors in

	his/her/hir life that have influenced their cultural identity development.	his/her/hir life that have influenced their cultural identity development but with minimal evidence.	his/her/hir life that have influenced their cultural identity development.	his/her/hir life that have influenced their cultural identity development.
Culturally Responsive Teaching	The relationship between culturally responsive practices in education and the candidate's teacher identity is minimally articulated and/or insufficient evidence from course related experiences, resources and texts were cited.	The relationship between culturally responsive practices in education and the candidate's teacher identity is articulated. Adequate evidence from course related experiences, resources and texts were cited but with minimal evidence.	The relationship between culturally responsive practices in education and the candidate's teacher identity is articulated. Adequate evidence from course related experiences, resources and texts were cited.	The relationship between culturally responsive practices in education and the candidate's teacher identity is clearly articulated. Ample evidence from course related experiences, resources and texts were cited.
Learning and Developmental Theories	Product demonstrates minimal understanding of learning and developmental theories and/or product minimally discusses considerations for pedagogical practices.	Product demonstrates adequate understanding of learning and developmental theories. Product discusses considerations for pedagogical practices but with minimal evidence.	Product demonstrates adequate understanding of learning and developmental theories. Product discusses considerations for pedagogical practices.	Product demonstrates clear understanding of learning and developmental theories. Product sufficiently discusses considerations for pedagogical practices.
Knowledge, Skills & Dispositions	The candidate minimally articulates the knowledge, skills and dispositions that he/she came with, gained and	The candidate adequately articulates the knowledge, skills and dispositions that he/she came with, gained and	The candidate adequately articulates the knowledge, skills and dispositions that he/she came with, gained and	The candidate clearly articulates the knowledge, skills and dispositions that he/she came with, gained and would

	would like to know more about.	would like to know more about but with minimal evidence.	would like to know more about.	like to know more about.
Quality of Assessment	<p>The final assessment minimally follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment. The candidate minimally references or does not reference course readings in the assessment.</p> <p>The candidate does not include a references page</p>	<p>The final assessment adequately follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment, but has many errors</p> <p>and/or</p> <p>The candidate minimally references some course readings in the assessment</p> <p>and/or</p> <p>The candidate includes a references page using APA formatting, but has many errors.</p>	<p>The final assessment adequately follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The candidate adequately references some course readings in the assessment.</p> <p>The candidate includes a references page using APA formatting, but has several errors.</p>	<p>The final assessment clearly follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The candidate clearly references several course readings in the assessment.</p> <p>The candidate includes a references page using proper APA formatting with no errors.</p>

