



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

## **Instructor Information**

### **TLSC 401 & TLSC 405**

Name: Dr. Charlie Tocci

Email: [ctocci@luc.edu](mailto:ctocci@luc.edu)

Phone: (312) 915-6865 (office) & (312) 545-7737 (cell)

Zoom channel - <https://luc.zoom.us/j/8621820196>

Office hours: By appointment

### **TLSC 403**

Name: Dr. Kelly Ferguson

Email: [kferguson@luc.edu](mailto:kferguson@luc.edu)

Office: 312-915-6841

Office hours: By appointment on campus

## **Summer A (May 19<sup>th</sup> (Tuesday) – June 26<sup>th</sup> (Friday))**

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

(5/26-6/4, M-R, 8:30-12:00) – 2 credits

Instructor: Dr. Charlie Tocci; [ctocci@luc.edu](mailto:ctocci@luc.edu)

TLSC 403: Teaching, Learning and Leading for Social Justice

(5/19-6/23, Tuesdays, 1-3:30) – 1 credit

Instructor: Dr. Kelly Ferguson; [kferguson@luc.edu](mailto:kferguson@luc.edu)

TLSC 405: Analyzing Culturally Responsive Classroom Instruction

(6/8-6/25, M-R, 8:30-12:00) – 3 credits

Instructor: Dr. Charlie Tocci; [ctocci@luc.edu](mailto:ctocci@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/](http://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.

***Syllabus Statement:***

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

***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.

***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.

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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:

<b>Grade</b>	<b>Percent</b>	<b>Points</b>
<b>A</b>	<b>93%</b>	<b>93-100</b>
<b>A-</b>	<b>90%</b>	<b>90-92</b>
<b>B+</b>	<b>87%</b>	<b>87-89</b>
<b>B</b>	<b>83%</b>	<b>83-86</b>
<b>B-</b>	<b>80%</b>	<b>80-82</b>
<b>C+</b>	<b>77%</b>	<b>77-79</b>
<b>C</b>	<b>73%</b>	<b>73-76</b>
<b>C-</b>	<b>70%</b>	<b>70-72</b>

<b>D+</b>	<b>67%</b>	<b>67-69</b>
<b>D</b>	<b>63%</b>	<b>63-66</b>
<b>F</b>	<b>62% and Below</b>	<b>0-62</b>

**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.
- 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/](http://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***.

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**TLSC 401 Information**

Dates: 5/26/20-6/4/20

Days: Monday through Thursday

Times: 8:30 am – 12:00 pm

**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. *Adolescents at School, Revised & Expanded Edition (5<sup>th</sup> edition)*. (2018). M. Sadowksi (ed). Cambridge, MA: Harvard Education Press.
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.

€ Website Development	40%
€ Lesson Embedded Assignments	30%
€ Participation	20%
€ Summative Assessment	10%

*Lesson Embedded Assignments (30% of final grade)* Each Monday and Thursday, our class meeting will consist of an asynchronous online module in the course Sakai site. Embedded in each of these lessons will be a variety of small assignments and tasks. You will be assessed on the successful completion of these tasks, which will direct and synthesize your learning about course content.

*Website Development Project (40% of final grade)*. Over the course of the sequence, you will work as part of a team to develop a public website that brings together social emotional learning (SEL) and culturally responsive pedagogy (CRP) resources in order for use by other educators. We will develop these resources with two particular local Chicago Public Schools in mind – Senn High School and McCutchen Elementary School. At the end of our sequence, we will publish our website and share it with the faculty at both schools. The goal of this site is to synthesize major concepts in SEL and CRP, bring these into connection with each other, and provide annotated resources for teachers' use.

Each candidate will work as part of a team of 3 or 4 to develop sections of the website under the general direction of the instructor. Team will meet with the instructor at a scheduled time each Tuesday. Candidates will be assessed based on the quality, effectiveness, and thoroughness of their portion of the website as well as by a peer-assessment evaluation at the end of the sequence.

Course Schedule

<u>Date</u>	<u>Meeting Location</u>	<u>Learning Theory Paradigm</u>	<u>Reading or Assignments due</u>
Tuesday 5/26	Sakai module	Introduction to the course	
Wednesday 5/27	9am-12noon, Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Course overview & introduction to major theories	Groups will be formed for website development
Thursday 5/28	Sakai	Social Emotional Learning	Groups formed for Sadowski chapter presentations (Weds, 6/3)
Monday, 6/1	Sakai	Social Constructivism & Sociocultural Theory	<b>Read:</b> Sadowski – Forward, Introduction, Chapter 1, & Afterward
Tuesday, 6/2	Small Group meetings on Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Website Development  Group A: 9am Group B: 9:30am Group C: 10am Group D: 10:30am Group E: 11am	<b>Share:</b> Initial resources for website
Wednesday 6/3	9am-12noon, Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Adolescent Identity Development & Schooling	<b>READ:</b> Assigned chapter in Sadowski (ch. 2-11)  <b>Present:</b> 3 key take-aways, 2 personal reflections, & 1 big question from assigned chapter (with partner)
Thursday, 6/6	Sakai	Identity & Language Development	





**TLSC 403**

Dates: 5/19 - 6/23/2020

Days: Tuesdays

Times: 1:00pm – 3:30pm

**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 (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 19	-Course Introduction -How Your Positionality Biases Your Epistemology -Crossing the Line	Reflection 1 DUE Sunday (May 24)  Reflection 1: Discuss your understanding of identity and its impact on educational practice. How does this influence	-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)

		your own thinking about teaching in diverse contexts?	
May 26	-Being Honest with and Facing your Teaching Fears -Privilege	n/a	-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 2	-Forms of Capital	Self-Documentation Project DUE Sunday (June 7)	-Yosso, <i>Community Cultural Wealth</i> (14 pages) - Moll et al., <i>Funds of Knowledge</i> (8 pages)
June 9	-Social Emotional Learning & Culture	Reflection 2 DUE Sunday (June 14) -  Reflection 2: Articulate your understanding of the social justice work of social emotional learning and why this work is necessary as educators.	-Jager et al., <i>Equity and Social Emotional Learning</i> (15 pages)
June 16	-How to Care	n/a	-Valenzuela, <i>Subtractive Schooling</i> , Ch. 3 pp. 61-104 (43 pages) -Mayo, <i>LGBTQ youth and education</i> (16 pages)
June 23	-Practicing Critical Hope	Summative Assessment DUE Sunday (June 28)	-Duncan-Andrade, <i>Hope Required When Growing Roses</i> (13 pages)

**TLSC 405 Information**

Dates: 6/10-6/28/2020

Days: Monday through Thursday

Times: 8:30 am – 12:00 pm

**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?

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**Required Texts:**

- Hammond, Z. (2015). *Culturally Responsive Teaching & The Brain*. Thousand Oaks, CA: Corwin.
- 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.
- 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.

**TLSC 405 Assessments**

- |                               |     |
|-------------------------------|-----|
| • Website Development         | 30% |
| • Curriculum Plan             | 30% |
| • Lesson Embedded Assignments | 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 (e.g. 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).

*Lesson Embedded Assignments (30% of final grade)* Each Monday and Thursday, our class meeting will consist of an asynchronous online module in the course Sakai site. Embedded in each of these lessons will be a variety of small assignments and tasks. You will be assessed on the successful completion of these tasks, which will direct and synthesize your learning about course content.

*Website Development Project (30% of final grade).* Over the course of the sequence, you will work as part of a team to develop a public website that brings together social emotional learning (SEL) and culturally responsive pedagogy (CRP) resources in order for use by other educators. We will develop these resources with two particular local Chicago Public Schools in mind – Senn High School and McCutchen Elementary School. At the end of our sequence, we will publish our website and share it with the faculty at both schools. The goal of this site is to synthesize major concepts in SEL and CRP, bring these into connection with each other, and provide annotated resources for teachers' use.

Each candidate will work as part of a team of 3 or 4 to develop sections of the website under the general direction of the instructor. Team will meet with the instructor at a scheduled time each Tuesday. Candidates will be assessed based on the quality, effectiveness, and thoroughness of their portion of the website as well as by a peer-assessment evaluation at the end of the sequence.

### Course Schedule

<u>Date</u>	<u>Meeting Location</u>	<u>Learning Theory Paradigm</u>	<u>Reading or Assignments due</u>
Monday, 6/8	Sakai module	CRT & the Brain	<b>Read:</b> Hammond – Introduction and Part I
Tuesday 6/9	Small Group meetings on Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Website Development  Group A: 9am Group B: 9:30am Group C: 10am Group D: 10:30am Group E: 11am	<b>Present:</b> First draft of webpage, content in Google docs shared with instructor
Wednesday 6/10	9am-12noon, Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	CRT & the Brain	<b>Read:</b> Hammond – Introduction and Part II

Thursday 6/11	Sakai	CRT & the Brain	<b>Read:</b> Hammond – Introduction and Part III
Monday, 6/15	Sakai	Planning Instruction	<b>Read:</b> Sleeter & Carmona – Introduction, Ch. 1 & 2
Tuesday, 6/16	Small Group meetings on Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Website Development  Group A: 9am Group B: 9:30am Group C: 10am Group D: 10:30am Group E: 11am	<b>Present:</b> First draft of webpage
Wednesday 6/17	9am-12noon, Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Planning Instruction	<b>Read:</b> Sleeter & Carmona – Ch. 3 & 4; “UbD in a Nutshell”
Thursday, 6/18	Sakai	Planning Instruction	<b>Read:</b> Sleeter & Carmona – Ch. 5-6
Monday, 6/22	Sakai	Planning Instruction	<b>Read:</b> Sleeter & Carmona – Ch. 7-9
Tuesday 6/23	Small Group meetings on Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Website Development  Group A & B: 9-10am Group C & D & E: 10-11am	<b>Share:</b> Peer feedback on webpages
Wednesday 6/24	9am-12noon, Zoom - <a href="https://luc.zoom.us/j/8621820196">https://luc.zoom.us/j/8621820196</a>	Putting it all together in Backwards Design	<b>Make final edits to website</b>

Thursday 6/25	Sakai	Looking Back, Looking Forward	<b>Website Goes Live</b>
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### Summer Session A Summative Assessment:

Note:

*The Summative Assessment grade is divided equally among each of the three modules. Therefore, your individual module grades will be finalized only once the Summative Assessment has been completed and evaluated. The Sequence Summative Assessment will make up 10% of your final grade for each module and will be determined using the rubric available below and on Livetext.*

In this summative assessment, teacher candidates will have the opportunity to build on the readings, discussions and assignments throughout Summer A. The purpose of this assessment is for teacher candidates to critically analyze their developing teacher identity and how this identity may inform their teaching practices.

Teacher candidates will **select** one of the areas of study below and address the following questions:

#### Summer A Areas of Study

*Culturally Responsive Practice*  
*Social Justice*  
*Social Emotional Learning*  
*Learning and Development Theory*

- How do I make meaning of this area of study with regards to my teacher identity and practice?
- How will this guide the nature of my interactions and pedagogical practices with students?
- What key take-aways do I have regarding the roles and responsibilities of teachers as informed by my efforts in making a contribution to the global pandemic throughout Summer A?

Excluding the reference list, the essay should be 800-1,000 words excluding references, double-spaced, 1" margins, 11-12 point font and submitted on LiveText.

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
Teaching Implications	The relationship between a selected area of study and the candidate's teacher identity	The relationship between a selected area of study and the candidate's teacher identity	The relationship between a selected area of study and the candidate's teacher identity	The relationship between a selected area of study and the candidate's teacher identity



	<p>is minimally articulated and/or insufficient evidence from course related experiences, resources and texts were cited. Product Minimally discusses considerations for pedagogical practices.</p>	<p>is articulated. Product discusses considerations for pedagogical practices. Adequate evidence from course related experiences, resources and texts were cited but with minimal evidence.</p>	<p>is articulated. Product discusses considerations for pedagogical practices. Adequate evidence from course related experiences, resources and texts were cited.</p>	<p>is clearly articulated. Product sufficiently discusses considerations for pedagogical practices. Ample evidence from course related experiences, resources and texts were cited.</p>
<p>Roles &amp; Responsibilities</p>	<p>Product minimally identifies key take-aways of the roles &amp; responsibilities of teachers and/or insufficient evidence from course related experiences, resources and texts were cited.</p>	<p>Product identifies key take-aways of the roles &amp; responsibilities of teachers. Adequate evidence from course related experiences, resources and texts were cited but with minimal evidence.</p>	<p>Product identifies key take-aways of the roles &amp; responsibilities of teachers. Adequate evidence from course related experiences, resources and texts were cited.</p>	<p>Product sufficiently identifies key take-aways of the roles &amp; responsibilities of teachers. Ample evidence from course related experiences, resources and texts were cited.</p>

<p>Quality of Assessment</p>	<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>
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