



LOYOLA UNIVERSITY CHICAGO

SCHOOL OF EDUCATION

TLSC 480 Teaching for Change Field Seminar Summer B 2021

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

Sakai: https://sakai.luc.edu/portal/site/TLSC_480_002_2919_1214

Course Meetings: Online, July 6–August 13

- Tuesdays asynchronous online (Sakai)
- Thursdays synchronous (Zoom) from 3–4:30pm

Virtual Office Hours: Thursdays 4:30–5pm & by appointment on Zoom

Responsiveness: You can expect me to respond to emails and voicemails within 24 hours on weekdays.

Course Information

This seminar brings teacher candidates into secondary-level classrooms to begin observing, investigating, and analyzing teaching practice and student learning in classrooms. Candidates will observe classrooms in the program's partner schools and meet in seminar sessions with the course instructor. During the courses, candidates will develop a profile of the classroom

Course Essential Questions

1. What are the characteristics of an effective classroom, including teacher/student and student/student interactions; the physical design of the classroom; classroom routines and rules?
2. How do teachers facilitate student learning?

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

Course Description

This module introduces teacher candidates' to learning and development through observation, investigation, and analysis of teaching practice and student learning in secondary-level classrooms. Candidates will complete a classroom profile assignment and develop a related action plan for enhancing a constructive classroom environment.

Required Texts

Anderson, M. (2020). *Becoming a teacher*. Simon & Schuster.

Chardin, M. & Novakl, K. (2021). *Equity by design: Delivering on the power and promise of UDL*. Corwin.

Objectives

Teacher candidate knowledge and skills assessed in this module:

1. EU7K7 – Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
2. EU8K1: Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. (5F)
3. EU9K1 – Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self- efficacy). (4A, 4E) (IB)
4. EU9K2 – Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)
5. EU9K3: Synthesize critical theories related to healthy classroom environments that address issues such as social and emotional competence, behavioral success, cultural identify, linguistic diversity, self advocacy, and disability awareness. (2A, 2B, 2C, 2E, 4A)
6. EU9K4: Describe effective strategies for creating healthy learning environments based on tiers or a continuum of support. (4A, 4E, 4G)
7. EU7S7 – Recognize the nature of shared expectations and responsibilities and the connection to teaching practices, student engagement, the professional language among educators, and student academic, cognitive, language, social outcomes and inclusion. (3H)
8. EU9S1* – Design classroom procedures, routines, dialog, and processes that increase student's social and emotional, behavioral, and mental health by creating safe, caring, well managed, participatory and healthy learning

- environments; and acknowledging students' positive behaviors. (3H, 4I, 4J, 4K, 4M, 4N, 4O, 4P) (IB)
9. EU9S3* – Design classroom structures that promote safe and healthy social, emotional, academic, and behavioral learning environments that facilitate student participation, reduce obstructions to learning, and reflect the diversity of their students. (1K, 3M, 4M, 4P, 5I, 5M, 5R)
 10. EU9S4: Demonstrate a continuum of responses to problem behavior and unhealthy social and emotional skill deficits through privacy of interactions, redirecting students to the appropriate responses, demonstrating dignity for self and others (e.g., using calm voice, non-aggressive body language), providing a rationale regarding why the behavior was inappropriate, re-teaching appropriate responses, encouraging students to problem solve rather than blame others, and delivering consequences for inappropriate behavior in a non-personal and professional manner. (4O)
 11. EU9S6 – Evaluate personal instructional style (including the use of technology) and collaboration with others to determine if it creates instructional opportunities that promote learning and socially and emotionally health interactions. (4K, 4N, 5K, 8J, 8R, 9G, 9K) (IB)

Teacher candidate dispositions assessed in this module:

1. 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)
2. D11: implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
3. D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
4. D15: valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
5. D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Learning Outcomes

Teacher candidates will:

- Identify the characteristics of an effective classroom, including teacher/student and student/student interactions; the physical design of the classroom; classroom routines and rules.
- Identify the characteristics of a healthy learning environments and the actions teachers to take to develop and sustain them.

- Analyze through the Danielson Framework the ways teachers facilitate student learning, manage classrooms, and develop healthy learning environments.

School of Education Conceptual Framework Standards:

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 www.luc.edu/education/mission/

Conceptual Framework Standards addressed in this course:

- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Course Assignments

- Weekly Sakai Lessons (30%)
- Action Plan for an Effective Learning Environment (30%)
- Weekly Reflections (20%)
- Participation (20%)

Participation and Attendance Policy:

It is expected that teacher candidates in schools will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete all assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in the classrooms and sequence instructional sessions on campus. In the event of approved or excused absences,

candidates should contact their professors and school sites in the manner that is requested by the administration at the respective schools.

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 permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Dispositions Assessment:

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.* A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

Grading Policy and Scale

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

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

Syllabus Addendum

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings,

knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

3.A Planning for Standards-based ESL and Content Instruction -- The competent ESL teacher

- i) demonstrates knowledge of and applies concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELs.
- ii) demonstrates understanding of diverse international approaches to teaching language and content.

4.C Content Subject and Classroom-based Assessments – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.

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.

Syllabus Addendum Link

- <https://www.luc.edu/education/academics/syllabi/>

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***.

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.

Recording of Online Class Sessions

In this course software will NOT be used to record live class discussions unless otherwise stated by the professor in advance.

Students may participate either via video or audio only in online, synchronous class sessions.

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.

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.