Sequence 1: Introduction to Teaching, Learning, and Leading With Schools & Communities

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2015

Instructor Information
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Sequence Information
Days: Monday/Wednesday/Friday

Campus Location: Lake Shore Campus (LSC), Cuneo, Room 212

Module Descriptions

TLSC 110 Module Description
Through this module, teacher candidates: (a) explore what the profession of teaching entails, (b) investigate the characteristics of effective collaborative relationships within and among schools, families, and communities, (c) recognize and reflect on the impact of personal beliefs and actions on teaching and learning in order to build capacity for respectful, fair-minded, empathetic and ethical conduct toward all learners, and (d) begin to develop their own personal understandings about what it means to carry out Loyola University Chicago School of Education’s mission of professionalism in service of social justice in the school and the community.

TLSC 120 Module Description
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.

TLSC 130 Module Description
Through this module, teacher candidates: (a) explore the characteristics and assets of the communities in which partner schools are embedded, (b) consider the role communities play in educating students, and (c) engage in professional discourse related to issues of social justice within the neighborhoods and communities in which partner schools are embedded.
Sequence Essential Questions and Objectives

TLSC 110 Essential Questions and Instructional Objectives
Questions:
1. What does the profession of teaching entail?
2. How do collaborative relationships within and among schools, families, and communities’ impact student learning?
3. What differences in learning and practice might be associated with atypical development?

IDEA Objectives:
1. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
2. Developing a clearer understanding of, and commitment to, personal values.

TLSC 120 Essential Questions and Instructional Objectives
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)?

IDEA Objectives:
1. Learning fundamental principles, generalizations, or theories.
2. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

TLSC 130 Essential Questions and Instructional Objectives
Questions:
1. What/who comprises a community?
2. How are schools, communities and universities united in the effort of educating all students?
3. What are the funds of knowledge in the Edgewater/Rogers Park community and how are they valuable to student learning?

IDEA Objectives:
1. Learning how to find and use resources for answering questions or solving problems
2. Acquiring skills in working with others as a member of a team
3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
Essential Understandings, Dispositions, Knowledge and Skills

As a part of Sequence 1, candidates will understand that effective educators:

- reflect and carry out the School of Education’s mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. (EU 1)
- engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students. (EU 2)
- utilize information from theories and related research based practices when making decisions and taking action in their professional practice. (EU 10)
- hold high expectations and build on the assets of diverse students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, gender identity). (EU 7)
- apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. (EU 6)

Assessed and Addressed EU - Knowledge and Skill Indicators

As a part of this module, candidates will:

- **EU1K6**: Recognize the history, structure, politics, economics, values, needs, etc. of schools and their surrounding communities. (h1A)
- **EU1K11**: Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities. (a1A)
- **EU2K1**: Identify conditions and contextual factors necessary for successful collaboration. (3F, 4B, 8A, 8B) (IB)
- **EU2K2**: Explain the benefits for students, schools and communities of effective internal (e.g. teacher-teacher, teacher-support personnel, teacher-administrator) collaborative relationships. (c1F, h1E, h1F) (IB)
- **EU2K4**: Explain the benefits for students, schools and communities of effective external collaborative relationships (e.g. school-family, school-community, and service-learning). (c1F, h1A, h1E) (IB)
- **EU2K5**: Explain the role of families and communities in supporting students’ academic achievement and effective schools. (3F, 4B, 8A, 8D, 8E)
- **EU2S5**: Communicate with and engage community organizations in opportunities that enrich student learning. (h2K, i2F)
- **EU6K4**: Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (b1E, b1H) (IB)
- **EU6K5**: Describe strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (b1C) (IB)
- **EU7K1**: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (a1A) (IB)
- **EU7K9**: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
- **EU7S11**: Utilize asset mapping to outline the resources of students, families, and communities. (h1A, h2K) (IB)
- **EU10K1**: Describe relevant core concepts and constructs from theories and research related to specific TLLSC EUs and EU indicators. (a1C, b1G, c1A, e1A, e1E, e1F, g1B, g1F) (IB)
- **EU10K2**: Describe the relevant working principles from theories and research related to specific TLLSC EUs and EU indicators. (b1A, b1B, b1C, b1G, d1A, e1B, f1C, g1A, g1C) (IB)
- **EU10K3**: Explain how relevant core concepts and constructs from theories and research relate to specific TLLSC EUs and EU indicators. (a1C, b1G, c1A, e1A, e1E, e1F, g1B, g1F) (IB)
• **EU10K4:** Explain how relevant working principles from theories and research relate to specific TLLSC EUs and EU indicators. (b1A, b1B, b1C, b1G, d1A, e1B, f1C, g1A, g1C) (IB)

**Currently Assessed Dispositions:**

• D1: Demonstrate that teaching is a complex practice with inherently political and ethical implications. (i1I)

• D4: Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2F) (IB)

• D6: Collecting and analyzing community, school, family, and student data to guide educational decision-making. (a2E) (IB)

• D8: Demonstrate 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. (a1F, i2A, i2B) (IB)

• D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

**Dispositions addressed but not assessed:**

• D7: Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)

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**DCFS Recognizing and Reporting Child Abuse: Training for Mandated Reporters:**

All teacher candidates must complete the mandatory training for recognizing and reporting child abuse. Candidates should complete the online training by the end of the first week of classes in TLSC 110. Candidates can access the training through the following URL: [https://mr.dcfstraining.org/UserAuth/Login!loginPage.action](https://mr.dcfstraining.org/UserAuth/Login!loginPage.action). Candidates will receive a certificate that they must upload into LiveText to document they have successfully completed this required training.

**VIRTUS Training:**

All candidates must complete VITRUS training in order to observe and work in Catholic schools. Candidates must register for and attend the mandatory VITRUS training. You will be provided instructions on how to complete the online registration as well as receive information of the location and time your section will complete the face-to-face VITRUS training.

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**Sequence 1 Assignment**

**Sequence 1 Summative Assignment**

This assignment will be completed during the final three weeks of the semester, as part of the Professional Learning Communities instructional time. However, the assignment will draw from your experiences and other assignments throughout the semester. The total Summative Assessment grade will be 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 1 Summative Assessment will make up 10% of your final grade for each module and be determined using the common rubric available below, on the syllabus, and on LiveText.

You will write an essay in which you describe and reflect upon your developing understandings about the profession of teaching and the role of collaborative relationships in education. You should dedicate one section of the essay to each of the following prompts. Be sure to make reference to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included.

It is encouraged that you use the following questions to guide your reflection, Thinking and writing of the summative assessment.
PART 1

- How have your understandings about teaching and the roles and responsibilities of teachers changed as a result of your experiences in this sequence?
- What are you learning about the knowledge, skills, and dispositions of educators across the various instructional settings you have visited with regard to diversity of students and a commitment to social justice?
- What are the implications for your future work as an educator?

PART 2.

- How did the experiences during this sequence influence your understanding of the role of collaborative relationships in education?
- What impact does the school community as well as the larger community have on the educational environment of a school and student learning?
- What are the implications for your future work as an educator?

Excluding the reference list, the paper should be no more than 1200 words, double-spaced, 1” margins 11-12 point font and submitted on LiveText.

Rubric for Sequence 1 Summative Assessment

<table>
<thead>
<tr>
<th>Part 1: Teacher Roles, Responsibilities, Knowledge, Skills, and Dispositions</th>
<th>Target 5 points</th>
<th>Acceptable 4 Points</th>
<th>Unacceptable 3-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points x 2</td>
<td>Candidate thoughtfully and concretely considers his/her future role and responsibilities as a teacher. Candidate thoughtfully reflects on the essential knowledge, skills, and dispositions of educators who work with diverse groups of students and who demonstrate a commitment to social justice. Essay makes relevant connections to sequence experiences. Essay demonstrates deep reflective thinking about candidate’s own learning.</td>
<td>Candidate considers his/her future role and responsibilities as a teacher both in general and specific terms. Candidate reflects on the essential knowledge, skills, and dispositions of educators, with some consideration given to working with diverse groups of students and to demonstrating a commitment to social justice. Essay makes connections to sequence experiences. Essay demonstrates reflective thinking about candidate’s own learning.</td>
<td>Candidate does not adequately consider his/her future roles and responsibilities as a teacher. Candidate does not adequately consider the essential knowledge, skills, and dispositions of educators who work with diverse groups of students and who demonstrate a commitment to social justice. Essay makes little to no connection to sequence experiences. Essay contains little to no reflection on candidate’s own learning.</td>
</tr>
</tbody>
</table>

| Part 2: Collaborative Relationships and Activities | Candidate provides a thoughtful and reflective assessment of how course experiences have affected his/her understanding of the role of collaborative | Candidate assesses how course experiences this semester have affected his/her understanding of the role of collaborative relationships in education. | Candidate offers little to no assessment of how course experiences this semester have affected his/her understanding of the role of collaborative relationships in |
| Writing | Relationships in education. Examples from course experiences are used to discuss the impact of both the school community and the larger community on the educational environment of a school and student learning. Implications for future work are thoughtfully and concretely outlined. | Implications for future work are outlined. | Education. Implications for future work are missing or not clearly outlined. |

**Writing**

Writing is clear, with proper word choice and correct grammar and mechanics employed. Writing is skillful. Highly relevant and appropriate references are made to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included.

Writing is understandable, with mostly correct word choice, grammar and mechanics. Writing is average. References are made to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included.

Writing is poor and message is not clearly communicated. Poor word choice, improper grammar and mechanics. References are not included or are not appropriately selected. A reference list is not included or is not in APA format.
Sequence 1 Participation Grades
Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others’ ideas. Participation will make up 20% of your final grade for each module and be determined using the following common rubric.

Rubric for Sequence 1 Course Participation

<table>
<thead>
<tr>
<th>Category</th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Attitude and Demeanor</td>
<td>Always prompt and regularly attends classes.</td>
<td>Rarely late to class and regularly attends classes (No more than 1 absence).</td>
<td>Sometimes late to class and regularly attends classes. (No more than 2 absences).</td>
<td>Often late to class and/or poor attendance of classes (More than 2 absences).</td>
</tr>
<tr>
<td>Part I</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Professional Attitude and Demeanor</td>
<td>Always prepared for class with assignments and required class materials.</td>
<td>Rarely unprepared for class with assignments and required class materials.</td>
<td>Often unprepared for class with assignments and required class materials.</td>
<td>Rarely prepared for class with assignments and required class materials.</td>
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<tr>
<td>Part II</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Level of Engagement in Class Points x 2</td>
<td>Always a willing participant. Contributes by offering ideas and asking questions regularly in small groups and the whole class.</td>
<td>Often a willing participant. Contributes by offering ideas and asking questions regularly in small groups or the whole class.</td>
<td>Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.</td>
<td>Never a willing participant. Never contributes to class by offering ideas or asking questions.</td>
</tr>
<tr>
<td>Integration of Readings into Classroom Participation Points x 2</td>
<td>Often cites from readings; uses readings to support points.</td>
<td>Occasionally cites from readings; sometimes uses readings to support points.</td>
<td>Rarely cites from readings; rarely uses readings to support points.</td>
<td>Never cites from readings; does not use readings to support points.</td>
</tr>
<tr>
<td>Listening Skills Points x 2</td>
<td>Listens when others talk, both in groups and in class. Incorporates or builds off of the ideas of others.</td>
<td>Listens when others talk, both in groups and in class.</td>
<td>Rarely listens when others talk, both in groups and in class.</td>
<td>Ignores or interrupts others when they talk, both in groups and in class.</td>
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</table>
## Sequence Disposition 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, fairness and/or the belief that all students can learn. 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.

In addition to the course grade, you will have an opportunity to reflect on the development of your professional dispositions, as well as receive constructive feedback from your professor. You will complete a self-assessment and receive feedback in regard to dispositions on LiveText.

### D1: Demonstrating that teaching is a complex practice with inherently political and ethical implications

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLLSC Beginning Phase</strong>&lt;br&gt;Descriptors&lt;br&gt;Candidates make statements in writing or orally that indicate a failure to recognize the responsibilities that teachers have towards creating equitable environments or acting in ethical ways</td>
<td><strong>Candidates communicate through writing or orally that the profession of teaching requires them to take both ethical and political stances in their practice, and can communicate ethical guidelines related to the profession</strong></td>
<td><strong>Candidates engage in school or community activities that foster change that promotes equity and takes actions related to the ethical guidelines related to the profession</strong></td>
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</table>

### D4: Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLLSC Beginning Phase</strong>&lt;br&gt;Descriptors&lt;br&gt;Candidates make statements in writing or orally that reflect a lack of openness to collaboration and a lack of awareness of the importance of the role that teachers, administration, families, and communities play in student successes</td>
<td><strong>Candidates communicate in writing or orally the importance of collaborative relationships in order to enhance student learning and development; communicate the importance of the role that teachers, administration, families, and communities play in student successes</strong></td>
<td><strong>Candidates communicate ways in which they personally could participate in collaborative relationships or can provide examples of positive collaborative relationships from their observations</strong></td>
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</table>

### D6: Collecting and analyzing community, school, family, and student data to guide educational decision making

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<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLLSC</strong>&lt;br&gt;Candidates rely on</td>
<td><strong>Candidates</strong></td>
<td><strong>Candidates communicate</strong></td>
</tr>
<tr>
<td><strong>Beginning Phase Descriptors</strong></td>
<td>assumptions and not data when interpreting and making decisions</td>
<td>communicate through writing or orally the role data play in student learning and development and make basic interpretations and decisions from data</td>
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**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**

<table>
<thead>
<tr>
<th><strong>TLLSC</strong></th>
<th><strong>Beginning Phase Descriptors</strong></th>
<th><strong>Unacceptable</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Target</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLLSC</strong></td>
<td>Candidates make statements in writing or orally that indicate a failure to recognize how their decision making and biases can impact students learning and development</td>
<td>Candidates recognize and communicate through writing or orally that a teacher’s decision making and biases can impact students learning and development</td>
<td>Candidates identify, challenge, and communicate in writing or orally their biases and the impact these can have on decisions and actions as related to students learning and development</td>
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</table>

**D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.**

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Unacceptable</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Target</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities. Candidates 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.</td>
<td>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. Candidates respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and accept constructive feedback. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td>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. Candidates 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. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td></td>
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</tbody>
</table>
students.
REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one inch margins, word-processed in Times New Roman, 12 point font, and saved electronically. You must have the capability to produce the assignment again. Computer problems are not an excuse for late work.

Unless otherwise noted, all assignments should be submitted via LiveText. Uploaded files must be named using the following format: LastName_AssignmentName. Example: Smith_ReflectiveJournalEntry1.

When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list, since these are course readings.

Other references should be cited where applicable, following American Psychological Association style guidelines (APA – 6th edition). Please access the APA style manual through Loyola libraries or online at http://www.apastyle.org.

Written assignments will be graded for accurate mechanics and English grammar usage as well as thoughtful, pertinent, and clear content. Please take advantage of the Loyola Writing Center for assistance. http://www.luc.edu/writing/

**Assignments must be submitted on time. You will be penalized for any late work. If an emergency situation arises you must e-mail me before the assignment is due. Technology issues do not count.**

**TLSC 110 Module Assignments**

More detailed instructions, due dates and rubrics will be provided by your instructor.

**Summative Assignment: 10% of final grade**
See above.

**Module Participation: 20% of final grade**
See above.

**Reflective Journal: 60% of final grade**
You will complete four reflective journal entries in which you reflect on the following questions:

**Reflective Journal 1**
1. What are you learning about the role of teachers and other school professionals with regard to diversity of students and a mission of social justice? What new questions do you have regarding the profession of teaching?

**Reflective Journal 2**
2. What understandings are you gaining about the knowledge, skills, and dispositions needed for teaching? What new questions do you have regarding the profession of teaching?

**Reflective Journal 3**
3. Read chapter 5 of Educational Psychology 13ed. and complete a 3.2.1 Summary: 3 things you learned from the readings, 2 things that surprised you after reading the chapter, and 1 question you still have about supporting the success of all students and especially students learning English. Then use specific examples from the school site visits to explain how the ideas presented about second language acquisition in the reading apply to the real classroom settings that you visited.

**Reflective Journal 4**
4. Read chapter 4 of Educational Psychology 13ed. and complete a 3.2.1 Summary: 3 things you learned from these articles, 2 things that surprised you after reading the articles, and 1 question you still have about working with learners with diverse needs. Then use specific examples from the site visits to explain how the ideas presented about special needs students in the reading apply to the real classroom settings that you visited.
Journal entries should be 500 words in length. Journal entries should make specific reference to site observations as well as meaningful connections to course readings and discussions. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

**Site Observation Log: 10% of final grade**
You will complete a site observation log for each of the school visits you make. In addition to classroom visits, the log will also document any panel discussions or meetings that take place with school professionals.

**TLSC 120 Module Assignments**
More detailed instructions, due dates and rubrics will be provided by your instructor.

**Summative Assignment: 10% of final grade**
See above.

**Module Participation: 20% of final grade**
See above.

**Concept Papers: 20% of final grade**
You will write a short (500-600 words, double-spaced, 11-12 pt. font, typed) paper on information from specific 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. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings. 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.

**Development Chart and Implications for Practice Project: 30% of final grade**
Over the course of the module, you will synthesize knowledge gained from assigned readings (about developmental theories, areas of development, and age-typical characteristics and observable milestones) as well as from site visits that highlight real world examples. The project will focus on birth through age 18 and on the following four key areas of development: language, socio-emotional, cognitive, and physical. The project is divided into two parts.

Part 1: At the start of the project, you will be provided with a developmental sequence chart template to work from that contains typical age-range characteristics and observable milestones for each area of development. To complete the chart, you will add real-life examples from your class or personal observations that illustrate the characteristics and milestones. You will also include an explanation of the connection between the examples and the milestones. For instance, you might add a sentence like "This demonstrates that..." for each example. Additionally, you will annotate the lists of characteristics and milestones and examples by adding statements that describe relevant theories, perspectives or other concepts presented in class readings and discussions. For instance, which theories or concepts are you reminded of in various sections of the chart?
Part 1 of the project is intended to prepare you to complete Part 2. You are encouraged to work collaboratively with your classmates on Part 1 of the project. Tips are also provided on Sakai to assist you. The chart will be submitted on LiveText.

Part 2: After completing the chart, you will select one age range and work independently to create an Implications for Practice application product. The format of the product is your choice, but the following objectives should be met:

- Clearly indicate the age range you have selected.
- Summarize major observable age-group milestones and characteristics across each of the four areas of development for the selected age range.
- Describe the implications for the information presented on the chart for your future teaching practice with that age range.
- Describe considerations you will give across different areas of development for English Language Learners in this age range.
- Describe what theories or perspectives will be useful in your own practice working with this age range and why you feel these are relevant.

You may choose the format of the product. Possible formats include, but are not limited to, a formal paper, a Prezi, a brochure, video, podcast, handbook for teachers or parents, etc. You are encouraged to discuss the format of the product with your professor before beginning Part 2 of this project. The product will be submitted on LiveText.

Learning Theories Museum Exhibit Project 20% of final grade:

You will work in groups of five for this project. You are a team of educational psychologists who are studying the role cultural institutions play in learning. You will select a specific exhibit or experience at your home museum and explain how it represents an educational experience through the lens of learning theories. You must provide a general explanation of how the exhibit or experience promotes learning and identify 3 or more aspects of the exhibit or experience that represent concepts, constructs, or elements of the learning theories you have studied during TLSC 120. You must describe the concept, construct or element and link it to a learning theory. (Keep in mind it is acceptable to draw on more than one learning theory or identify concepts, constructs or elements of different learning theories to complete this project.) Your group will produce either a brochure/information page or 3-5 minute video as a product.

TLSC 130 Module Assignments
More detailed instructions, due dates and rubrics will be provided by your instructor.

Summative Assignment: 10% of final grade
See above.

Module Participation: 20% of final grade
See above.

Reflective Journals: 20% of final grade
You will complete two reflective journal entries in which you reflect on the following questions:

1. What and who comprise a community? What has influenced your thinking about the elements of community?
2. What are the funds of knowledge in the Edgewater/Rogers Park community? How are they valuable to student learning?
Journal entries should be 500 words or more in length. Journal entries should make specific reference to observations as well as meaningful connections to module readings and discussions. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list since these are course readings.

**Community Asset Investigation: 30% of final grade**
Teacher candidates will collaboratively complete a community asset investigation, which includes a community asset map, research proposal, written report, and individual reflections. In doing so, candidates will draw upon learning throughout the semester that has deepened understandings of issues that community members are influenced by (i.e., education, culture, religion, economics, housing, health, recreation, transportation, environment, politics).

**Community Study Presentation: 20% of final grade**
With their research team, teacher candidates will prepare and give a presentation about the process and findings of their community asset investigation to an audience made up of peers as well as school and community stakeholders.

**Engaged Learning Reflection Office of Experiential Learning:**
TLSC 130 is recognized as an engaged learning course by the Office of Experiential Learning, as a part of Loyola University’s Engaged Learning requirement you are required to complete a reflection essay. You are required to write a reflection essay after completing TLSC 130 and submit it via TaskStream. Directions for uploading your reflection essay can be found at the following link [http://www.luc.edu/experiential/eportfolio/engagedlearningassessment/](http://www.luc.edu/experiential/eportfolio/engagedlearningassessment/)

Loyola University Chicago’s mission statement:
“We are Chicago's Jesuit Catholic university- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.”

In an effort to assess the Engaged Learning University requirement, we ask all students enrolled in an Engaged Learning course to complete this reflection.

Referencing Loyola’s mission statement above, compose a written reflection (at least 2 pages, double-spaced) that connects your in-class and out-of-class experience responding to the following:

- How did your Engaged Learning experience help you to connect to the mission?
- How did the Engaged Learning experience in this course impact your personal, intellectual, civic, and/or professional development?

Please submit your completed reflection in Taskstream.

**Grading Scale for Sequence 1**

<table>
<thead>
<tr>
<th>Percent Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
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<tr>
<td>87% - 89%</td>
<td>B+</td>
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<tr>
<td>83% - 86%</td>
<td>B</td>
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<tr>
<td>80% - 82%</td>
<td>B-</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
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<tr>
<td>73% - 76%</td>
<td>C</td>
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</tbody>
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School of Education Policies and Information

Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. Our conceptual framework is described here: http://www.luc.edu/education/mission/

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Technology
To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Teacher candidates will (1) seek out information on the internet and in databases about various policies, programs, and contexts, (2) use software to organize and analyze data for the case study, and (3) observe various uses of technology in classroom rounds.

Diversity
By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

University Policies and Information

University Policies: The following policies are applicable to all courses in the School of Education, and can be accessed through the following URL http://luc.edu/education/syllabus-addendum/

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or
Ethics Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988, (within the United States, Guam, and Puerto Rico) The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

Conceptual Framework
SOE’s Conceptual Framework - Professionalism in Service of Social Justice - is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable.