Sequence Two: Exploring Schools as Learning Environments and Communities
*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago
Spring Semester 2015
Section 005

**Instructor Information**
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Office hours: By appointment on campus and at school site during school based sessions.

**Sequence Information**
Dates: 1/12/15 to 4/3/15
Days: Tuesday and Thursday
Times: 8:15 – 11:15
Campus Location: Dumbach Hall room 238 (Lake Shore Campus)
School Site Location: Sullivan High School (6631 North Bosworth Avenue, Chicago, IL 60626)

**Sequence Overview:**
The modules in Sequence 2 explore how the school is itself a community and how the organization and environment of a school influence student learning. This sequence builds off of Sequence 1’s exploration of the local communities that schools are situated in. The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.

**TLSC 140:** Teaching, Learning and Leading for Social Justice (1 credit)
This module builds on candidates’ initial explorations of diverse learning environments and continues to develop candidates’ understanding 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.

**TLSC 150:** Developing Constructive Learning Environments (1 credit)
This module deepens teacher candidates’ introduction to learning and development through consideration of the importance of healthy learning environments. Candidates will complete a classroom management self-assessment and develop a related action plan for enhancing a constructive classroom environment.

**TLSC 160:** Analyzing Culturally Responsive Classroom Instruction (1 credit)
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. Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching.
Sequence 2 Participation and Attendance Policy:
It is expected that teacher candidates in Sequence 2 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 PK – 12 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. 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 1 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 in sessions, small groups and the whole class.
☐ 1- Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
☐ 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.

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:
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.

Grading Scale for Sequence Two:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
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<tr>
<td>C-</td>
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<tr>
<td>D</td>
<td>61 - 69</td>
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<tr>
<td>F</td>
<td>60 or below</td>
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Sequence 2 Summative Assessment:

TLLSC One Minute Monologue: Teacher candidates will build off of their experiences in Sequence 1 as they explore and get to know the unique features of their new Sequence 2 partner school. Teacher candidates will create a culminating one-minute monologue that captures how their intersecting social identities will impact the development of a culturally responsive and effective classroom environment. The monologue will center on one essential question from each Sequence 2 module: TLSC 140, TLSC 150 and TLSC 160 (3 essential questions total). Candidates need to include one data artifact from each module (3 total artifacts), provide a rationale for the inclusion of each artifact in developing their monologue, and an explanation of what it reveals about themselves as future teachers with intersecting positionalities. Teacher candidates will collect data from their self-documentation project (TLSC 140), effective classroom environment action plan (TLSC 150) and curriculum plan (TLSC 160) to provide further evidence to support their monologue. After collecting all data, teacher candidates will utilize their knowledge of culturally responsive practice, social justice and learning environments to develop a monologue that illustrates what they learned about teaching, learning and leading with schools and communities, as well as themselves during this process.

Conceptual Framework Standards Addressed:
- CF 3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF 4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

TLSC 140: Teaching, Learning and Leading for Social Justice

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?

Teacher candidate knowledge and skills assessed in this module:
- EU1K1: Articulate core principles of social justice embedded in the LUC School of Education's Conceptual Framework and Enduring Understanding 1.
- EU1K5: Recognize the history, structure, politics, economics, values, needs, etc. of schools and their surrounding communities. (1C, 1E, 3C, 5D)
- EU1K6: Recognize the pervasiveness and longevity of the inequities in schools, and the structures and practices that perpetuate them. (8A)
- EU1K8: Recognize his/her own funds of knowledge, culture, identity, privileges and positionality. (9F, 9Q)
- EU1K9: 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. (7A, 7C, 7H)
- EU7K1: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (1A) (IB)
- EU7K2: Explain strategies that incorporate FoK in classroom instruction and assessment. (3C; 7K) (IB)
- EU7K8: Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (3C)
- EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (1A, 3C) (IB)
- 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)
- EU9K2: Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)
- EU1S10: Notice and critique implicit messages about families, communities and individuals. (9F, 9Q)
- EU1S11: Empower students by providing opportunities to challenge the status quo and inequalities
- EU1S15: Generate critical reflection (verbal and written) that interrogates the authenticity of candidate’s own educational philosophies, practices, and pedagogy related to issues of social justice. (9K, 9F)
- EU1S16: Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)

Teacher candidate dispositions assessed in this module:
- D1: demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
• D3: valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9N) (IB)
• D6: collecting and analyzing community, school, family, and student data to guide educational decision-making. (1L) (IB)
• D7: valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
• D8: demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fairness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)
• D14: demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.
• D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

**TLSC 140 Module Assignments (assignment descriptions and rubrics are posted on Sakai):**
- Self-Documentation Project (40%)
- Reflective Journal (30%)
- Participation (20%)
- Sequence Summative Assessment (10%)

**IDEA Course Evaluation Objectives**
- Learning fundamental principles, generalizations or theories.
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course.

**Required Texts**
- Other readings will be required and available on Sakai.

**TLSC 150: Developing Constructive Learning Environments**

**Module 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?

**Teacher candidate knowledge and skills assessed in this module:**
- EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
- EU8K1: Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment. (5F)
• 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)
• EU9K2 - Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (4H)
• 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)
• EU9K4: Describe effective strategies for creating healthy learning environments based on tiers or a continuum of support. (4A, 4E, 4G)
• 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)
• 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)
• 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)
• 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)
• EU9S5: Demonstrate a continuum of responses to problem behavior and other issues that reflect best practices and legal guidelines (e.g., special needs, bullying, crisis intervention, initial responses to crisis, reporting abuse). (4F, 4O, 9B, 9C, 9R)
• 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:
• 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, fairness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
• D11: implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
• D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
• D15: valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
• D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
TLSC 150 Module Assignments (assignment descriptions and rubrics are posted on Sakai):
- Action Plan for an Effective Learning Environment (40%)
- Reflective Journal (30%)
- Participation (20%)
- Sequence Summative Assessment (10%)

Required Texts
- Other readings will be required and available on Sakai.

IDEA Course Evaluation Objectives
- Gaining factual knowledge.
- Learning to apply course material.
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course.

TLSC 160: Analyzing Culturally Responsive Classroom Instruction

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?

Teacher candidate knowledge and skills assessed in this module:
- EU3K1- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- EU3K2- Explain the scope and sequence in relevant standards (national, IL, CCSS). (3A)
- EU3K3- Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
- EU3K5- Describe how backward design thinking (goals, content, objectives, assessments, strategies) provides the framework for unit and lesson development. (IB)
- EU3K6- Explain the design principles and components of effective units and lessons that promote high expectations and accessibility for all learners. (3A, 5B) (IB)
- EU3K9- Describe core principles and practices of differentiating instruction and UDL. (5B) (IB)
- EU3K14- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (3E, 5C) (IB)
- EU3K16- Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
- EU7K6- Explain core principles and features of culturally responsive practice to meet the needs of diverse learners across general and specific classroom settings (e.g., bilingual, ESL, self-contained). (4B) (IB)
• EU7K7- Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence. (3H)
• EU7K8- Explain how the social, cultural and historical context affects the expectations of students, utilizing principles related to social, cultural, linguistic and economic capital. (3C)
• EU3S1- Consult academic texts or journals to read current research on designing instruction (9A) (IB)
• EU7S6- Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)

Teacher candidate dispositions assessed in this module:
• D3: valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9Q) (IB)
• D4: demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
• D6: collecting and analyzing community, school, family, and student data to guide educational decision-making. (1L) (IB)
• D7: valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
• D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
• D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

TLSC 160 Module Assignments (assignment descriptions and rubrics are posted on Sakai):
• Interdisciplinary Curriculum Plan (40%)
• Reflective Journals (30%)
• Participation (20%)
• Sequence Summative Assessment (10%)

Required Texts
• Other readings will be required and available on Sakai.

IDEA Course Evaluation Objectives
• Gaining factual knowledge.
• Learning to apply course material.
• Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course.

Diversity
The diversity of students, parents, families, homes, and communities is central to this module, and candidates will have the opportunity to explore cultural, linguistic, ability and many other forms of difference. In this way, candidates will: (a) push “beyond the label” to explore the resources and funds of knowledge present within the school, (b) analyze how the school aligns and incorporates
those resources into educational practice, and (c) make suggestions for ways to improve school-based practice with diversity in culture, language, and ability.

Specifically related to ELLs, the strong basis and emphasis on culturally responsive pedagogy and practice in this module will prepare candidates to explore linguistically responsive pedagogy and practice in the upcoming sequence (Sequence 3). A key element for addressing special education will be discussions about how teachers are integrating individual student IEP goals into curriculum as a means of being culturally responsive based upon ability. This module is also a good place to discuss inclusion as a school wide philosophy, rather than an isolated set of practices that occur in individual classrooms.

Technology
Candidates will be expected to demonstrate evidence of professional technology skills through the appropriate use of a variety of instructional software, digital media and internet-based professional materials and resources.

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. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Important University Policies and Information

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. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

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 term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

EthicsLine 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 here 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.

www.luc.edu/ethicsline