Sequence Two: Exploring Schools as Learning Environments and Communities

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago
Summer 2014

Instructor Information
Name: Caleb Steindam
Email: csteindam@luc.edu
Office hours: By appointment on campus and at school site during school based sessions.

Sequence Information
Dates: June 11 – 26, 2014
Days: Monday through Friday
Times: 9:00am – 1:00pm
Campus Location: Mundelein 204
School Site Location: Northside Catholic Academy, 6216 N Glenwood Ave, Chicago, IL 60660

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 403: Teaching, Learning and Leading for Social Justice (1 credit)
TLSC 404: Developing Constructive Learning Environments (1 credit)
TLSC 405: Analyzing Culturally Responsive Classroom Instruction (1 credit)

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

Sequence Two Participation and Attendance Policy:
It is expected that teacher candidates in Sequence Two 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 cites from readings; uses readings to support points.
☐ 1-Occasionally cites from readings; sometimes uses readings to support points.
☐ 0-Rarely cites from readings; rarely uses readings to support points.

Listening Skills
☑ 2-Listens when others talk, both in groups and in sessions. Incorporates or builds off of the ideas of others.
☐ 1-Listens when others talk, both in groups and in sessions
☐ 0-Rarely listens 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>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<td>B-</td>
<td>80 - 82</td>
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<td>C+</td>
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<td>C</td>
<td>73 - 76</td>
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<td>C-</td>
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<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 Two Summative Assessment:
School Community Photo-Essay: You will build off of your experiences in Sequence 1 as you explore and get to know the unique features of your Sequence 2 partner school site. This photo-essay will consist of 5-8 photographs showing artifacts or scenes related to the classroom, school, and/or community. (Students' faces should not be recognizable in any photographs.) These photographs will be embedded in an essay containing approximately 1,200 to 1,500 words, discussing the unique attributes of the school community context revealed in the photos:

- Discuss your experience with the school and community in connection to what you have learned during the three modules of Sequence 2 (TLSC 403, 404, and 405), including course discussions, texts, and field experiences.
- Utilize your knowledge of culturally responsive practice, social justice and learning environments to critically analyze school and classroom organization and practice, as well as school/community relations.
- Finally, conclude the essay with a reflection on what you have learned about teaching and yourself during this process and your personal goals in relation to the areas of teaching, learning, and leading.

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.
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)

• D4 demonstrating 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. (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, fair-mindedness, 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.

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

• Self-Documentation Project (40%)

• Reflective Journal (20%)

• Participation (20%)

• Sequence Summative Assessment (20%)

**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.
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:**

- D4 demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (12F) (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, fair-mindedness, 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)

TLSC 404 Module Assignments (assignment descriptions and rubrics are posted on Sakai):

- 2-Stage Action Plan (10%)
- Case study (including action plan) (50%)
- Participation (20%)
- Sequence 2 Summative Assessment (20%)

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.
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)

TLSC 405 Module Assignments (assignment descriptions and rubrics are posted on Sakai):
- Culturally Responsive Teaching Checklist and Analysis (20%)
- Lesson Planning Project (40%)
- Participation (20%)
- Sequence Summative Assessment (20%)

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.
### Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings to be completed</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>June 11 (W)</td>
<td><strong>Identity, Culture and Intersectionality</strong></td>
<td>Oakes Ch. 1</td>
<td>Bring 3 items that each tell something about who you are</td>
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<td></td>
<td>Introduce TLSC 403, explain self-documentation project</td>
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<td>June 12 (Th)</td>
<td><strong>Society and Its Institutions: Negotiating Social Justice</strong></td>
<td>- Oakes Ch. 2</td>
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<td>- Tatum: “Defining Racism: ‘Can We Talk?’”</td>
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<td>- AAA Statement on Race</td>
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<td>Ta-Nehisi Coates “The Case for Reparations” (Skim before class; we’ll work with it again during class.)</td>
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<td>June 13 (F)</td>
<td><strong>The Impact of Culture on Educational Experience: Case Studies of Intersectionality</strong></td>
<td>- “Invisible Child” Excerpts</td>
<td>Bring a text to share that profiles a person different from you in a way you find challenging, moving, or illuminating (ideally relating to childhood or adolescence)</td>
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<td>- Other texts and videos will be selected and assigned in class.</td>
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<td>-(also various in-class texts provided by both instructor and candidates)</td>
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<td>June 16 (M)</td>
<td><strong>Self-documentation project presentations</strong></td>
<td>-Nieto Ch. 9 (p. 125-136)</td>
<td>Self-documentation project</td>
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<td><strong>Funds of Knowledge &amp; Becoming Advocates and Allies</strong></td>
<td>-Oakes, Ch. 12</td>
<td>Reflective Journal</td>
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<td>June 17 (T)</td>
<td>- Introduce TLSC 404, case study</td>
<td>-CRCD: School Discipline</td>
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<td>- Disproportionality of Discipline Practices</td>
<td>Snapshot</td>
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<td>- “Classroom management” in socio-historical context</td>
<td>-Oakes Ch. 8</td>
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<td>- Class Observations</td>
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<td>- Interviews/Panels (?)</td>
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<td>June 18 (W)</td>
<td>- Social / emotional learning</td>
<td>- Look over PBIS website (pbis.org)</td>
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<td>- Strategies used by teacher – levels</td>
<td>-Charney. Chapters 2, 3, 6 (will</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Resources</td>
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<td>June 19 (Th)</td>
<td>- Develop action plan / Case study &lt;br&gt; - Class observations &lt;br&gt; - Restorative Justice (?)</td>
<td>- Norris SEL article &lt;br&gt; - Charney – chapters 11, 14 &lt;br&gt; - Simonsen, Fairbanks et al. article</td>
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<td>June 20 (F)</td>
<td>- Share draft case studies (across groups) &lt;br&gt; - Discuss Essential Questions; How thinking about “classroom management” evolved during this module. &lt;br&gt; - Connections between strategies for positive behavior and effective instruction &lt;br&gt; - Discuss summative assessment</td>
<td>- Oakes ch. 9 &lt;br&gt; - Harriott &amp; Martin – Culturally responsive activities article &lt;br&gt; Case study due Sunday evening</td>
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<td>June 23 (M)</td>
<td>Culturally Relevant Pedagogy / Culturally Responsive Teaching &lt;br&gt; Video classroom observation using the Observation Template (learner.org) &lt;br&gt; Class Observation</td>
<td>- Oakes Ch. 6 &lt;br&gt; - Gollnick &amp; Chinn, Ch. 11</td>
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<td>June 24 (T)</td>
<td>What are the goals of teaching and learning? &lt;br&gt; How do the Understanding by Design (UbD) and Universal Design for Learning (UDL) Frameworks work together to facilitate culturally relevant teaching? &lt;br&gt; How can you teach the Common Core State Standards (CCSS) in a culturally responsive way? &lt;br&gt; - Explore scope and sequence of national standards and frameworks &lt;br&gt; - Plan unit (Stage 1) using UbD template (whole group) &lt;br&gt; - Class Observation</td>
<td>Read before class: &lt;br&gt; - “Understanding Understanding” (Chapter 2 of Wiggins &amp; McTighe, 2005, Understanding by Design). &lt;br&gt; - “UbD in a Nutshell” &lt;br&gt; - “What is UDL?” (book intro) &lt;br&gt; - Look at UDL Principles Website &lt;br&gt; Supplemental/In-Class Readings: &lt;br&gt; - Video lecture (7 min): “What is UbD? <a href="https://www.youtube.com/watch?v=d8F1SnWaIfE">https://www.youtube.com/watch?v=d8F1SnWaIfE</a> &lt;br&gt; - “The Next Generation: Chicago’s Children – Our Framework for Success”</td>
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<td>June 25 (W)</td>
<td>What is meant by “Best Practice”? Designing Learning Environments and Activities &lt;br&gt; Distinctions Between Compliant Learners and Engaged Learners</td>
<td>Zemelman, Daniels, &amp; Hyde (2012). <strong>Chapter 2</strong>: The Seven Structures of Best Practice Teaching. Best Practice: Bringing Standards to Life in America’s</td>
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### 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.

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<tr>
<th>June 26 (Th)</th>
<th>Topic: Language, Ethnicity, and Multicultural Instruction</th>
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<td>Share Lesson Plans</td>
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<td>Summative Assessments</td>
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<td>Class Observation</td>
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<td>Group 1: Chapter 1: On Defining Self (pp. 17-35)</td>
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<td>Group 2: Chapter 2: Nurturing Resilience (pp. 37-59).</td>
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<td>(Both from Tatum, Alfred W., 2013, Fearless Voices: Engaging a New Generation of African American Adolescent Male Writers)</td>
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| Lesson plans due Friday evening |
| Summative Assessment due Sunday evening |

| Develop lesson plans based on whole-group unit plan  |
| Class Observation  |
| Student/Teacher Interviews? |
| Classrooms. |

| Supplemental/In-Class Readings: |
| Zmuda, Allison (2010). Breaking Free From Myths About Teaching and Learning, Chapter 1: Myths Related to Learning in Schools |
| Zemelman, Daniels, & Hyde (2012). Chapter 1: What Do We Mean By Best Practice?; |
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.

**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](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](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/](http://www.luc.edu/sswd/)

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse under-mines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being 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, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such
bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/