TLSC 401: Bringing Language Learning and Developmental Theory into Practice
Teaching, Learning and Leading for Social Justice

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Graduate Program: Master of Education (M.Ed.)
Summer 2015

Instructor Information
Name: Kelly N. Ferguson
Email: kferguson@luc.edu
Office hours: By appointment on campus (WTC 1022) and at school site during school based sessions.

Sequence Information
Dates: 5/26/15 to 6/5/15
Days: Monday, Tuesday, Wednesday, Thursday, and Friday
Times: 9:00 – 1:00 pm
Campus Location: Lake Shore Campus (LSC), Mundelein Center, Room 303

Bringing Language Learning and Developmental Theory into Practice:
Through this module, teacher candidates: (a) observe and work with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen their understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learn about the cognitive and linguistic attainments of each developmental level, as well as the link between cognitive/language development and academic and broader developmental progress in diverse groups of children, and (c) deepen their understanding of the ways in which social, cultural, and environmental contexts might shape children’s development and cognitive processing.

Teaching, Learning and Leading for Social Justice:
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.
Module Essential Questions

1. What does it mean to teach for social justice?
2. 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?
3. How do theories of learning and development 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?
4. 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?
5. How is children’s cognitive and linguistic development influenced by social-cultural and environmental contexts (e.g., culture/ethnicity, family, community)?

TLSC 401 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.

TLSC 401 Module Assignments (assignment descriptions and rubrics are posted on Sakai):
- Developmental Theories Analysis (40%)
- Self-Documentation Project (30%)
- Participation (20%)
- Summer A Summative Assessment (10%)

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

Required Texts
- Required readings are available on Sakai.

Late Work Policy:
- All written work should be handed in on the due date. Exceptions to this policy are rare and are for extreme cases supported by documentation (e.g., doctor’s note). Late work will be assessed penalties according to the following scale: 1 day late = 10% deduction; 2 days late = 20% deduction; 3 days late = 30% deduction; 4 days late = 40% deduction; 5 days late = 50% deduction. Assignments more than 5 days late will not be accepted.

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>Range</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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<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>
<td>70 - 72</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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**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)
- **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)

EU 6: Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

EU 10: Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice.

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-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.
- D17: demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
- 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)
- D11 implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)

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/

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

Conceptual Framework
Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework—Professionalism in Service of Social Justice—is exemplified within the context of that particular course. Please be sure to state the conceptual framework, as well as thoughtfully elaborate on how it is exemplified within the context this course. If this course houses a Core assessment for one or more of the CF Standards for your program area it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. Our conceptual framework is described here: http://www.luc.edu/education/mission/ Please feel free to use all or part of this on your syllabus.

Dispositions
This is a new requirement: Each syllabus is required to have a statement describing what SOE dispositions will be assessed in this course. These dispositions, Professionalism, Fairness, and the Belief that all students can learn, are indicators of growth for different levels in the program. Full transparency will be critical to ensure that candidates are able to meet the expectations of the developmental disposition standards. Please be sure to state the disposition that will be assessed in the course along with the rubric that will be used. Developmental disposition data will be available every semester to programs (or as needed) so programs can handle issues as they arise.

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

**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.

**Teacher Prep Courses with Clinical Components**
Refer to Graduate Program Handbook for details.
Candidates will write a reflective essay of 1,200 to 1,500 words excluding references to demonstrate their learning in various educational settings. Specific attention will be given to the role of social justice in relation to their learning. Candidates will discuss the importance of collaborative community relationships and culturally responsive practices in education. Candidates will draw connections to all of the above in relation to social justice and the Conceptual Framework of the SoE. Candidates are expected to draw directly from and make reference to field experiences, readings, in-class discussions, and module assessments in the development of their essays.

<table>
<thead>
<tr>
<th>Cultural Responsiveness Practice</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>The relationship between culturally responsive practices in education and the framing of community as an asset is clearly articulated. Ample evidence from course related experiences, resources and texts were cited.</td>
<td>The relationship between culturally responsive practices in education and the framing of community as an asset is somewhat described. Some evidence from course related experiences, resources and texts were cited.</td>
<td>The relationship between culturally responsive practices in education and the framing of community as an asset is minimally addressed. Minimal or insufficient evidence from course related experiences, resources and texts were cited.</td>
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<thead>
<tr>
<th>Social Justice and Community Partnerships</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>The intersection of social justice and community partnerships in education is critically discussed. Ample evidence from course related experiences, resources and texts were cited.</td>
<td>The intersection of social justice and community partnerships in education is somewhat addressed. Some evidence from course related experiences, resources and texts were cited.</td>
<td>The intersection of social justice and community partnerships in education is minimally addressed. Minimal or insufficient evidence from course related experiences, resources and texts were cited.</td>
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<thead>
<tr>
<th>Professional Learning and Social Justice</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Connections to professional learning are explicitly drawn in relation to social justice and the Conceptual Framework of the SoE. Ample evidence from course related experiences, resources and texts were cited.</td>
<td>Some connections are drawn to professional learning in relation to social justice and the Conceptual Framework of the SoE. Some evidence from course related experiences, resources and texts were cited.</td>
<td>Few or no connections are drawn to professional learning in relation to social justice and the Conceptual Framework of the SoE. Minimal or insufficient evidence from course related experiences, resources and texts were cited.</td>
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<tr>
<th>Written Presentation</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Organization: Coherent, clear narrative and paragraph structure; appropriate headings and</td>
<td>Organization: Coherent narrative and paragraph structure;</td>
<td>Organization: Lack of coherent structure in narrative and/or paragraphs interferes with</td>
<td></td>
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<tr>
<td>Transitions between ideas are present. Style: Varied sentence structure is appropriately used to enhance meaning; conscious attention to phrasing and word choice is evident. Usage and Mechanics: Demonstrates mastery of grammar, punctuation and spelling; few mechanical errors are present and do not impact meaning. Appropriate verb tense used throughout. Any in-text citations are properly formatted.</td>
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<tr>
<td>May lack appropriate headings and/or transitions between ideas. Style: Some varied sentence structure; run-ons and/or sentence fragments present; some attention has been paid to phrasing and word choice. Usage and Mechanics: Demonstrates reasonable use of grammar, punctuation and spelling; some mechanical errors are present. Appropriate verb tense used throughout.</td>
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<tr>
<td>Meaning. Headings and/or transitions between ideas are not present. Style: May lack sentence variety and/or contain serious problems with run-ons and sentence fragments. Inappropriate word choice and diction. Usage and Mechanics: Demonstrates substandard use of grammar, punctuation and spelling; multiple mechanical errors interfere with meaning. Verb tense inconsistent and/or inappropriate. Any in-text citations are improperly formatted.</td>
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