

TEACHING, LEARNING & LEADING WITH SCHLS AND COMMUN (TLSC)

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TLSC M42 Special Education Methods (2 Credit Hours)

Pre-requisites: BSEd students only

In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with special needs will be discussed. Issues of differentiation student needs, long and short-term planning, technology-assisted learning, and social skills curriculum will be addressed. Students will also learn how to actively create learning environments which promote positive learning results in general and special curricula by modifying the learning environment, using direct motivational and instructional interventions.

TLSC 110 The Profession and Our Program (TLLSC) (1 Credit Hour)

This module (course) introduces teacher candidates (students) to the profession and our program (TLLSC) with a focus on collaborative relationships within and among schools, families, and communities. This module (course) will expose teacher candidates (students) to specific knowledge and skill indicators necessary for educators to embody the dispositions of the profession.

This course satisfies the Engaged Learning requirement.

Outcomes:

Teacher candidates (students) will reflect on the knowledge, skills, and dispositions of educators with regard to teaching diverse students, the mission of Professionalism in Service of Social Justice, and the connection between research and practice related to collaborative relationships

TLSC 120 Bringing Language, Learning & Development Theory into Practice (2 Credit Hours)

In this module, students will observe and learn key principles and stages developmental and learning theories via clinical experiences in birth to grade 12 settings (including infant/toddler, preschool, elementary, middle, and high schools). The primary focus of these experiences is to explore the ways in which physical characteristics, communication skills, 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 with both typically and atypically developing children.

This course satisfies the Engaged Learning requirement.

Outcomes:

Through guided observation, students will explore the ways in which social, cultural, and environmental contexts shape the development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

TLSC 130 Sequence One: 130 Community Immersion (1 Credit Hour)

This module (course) is designed to engage teacher candidates (students) in an authentic exploration of the inherent relationship between P-12 schools and the surrounding community. Teacher candidates (students) are introduced to the concepts of cultural and social capital as they work in small groups to explore a thematic component of these communities. Must be registered for TLSC 110 and TLSC 120 concurrently.

This course satisfies the Engaged Learning requirement.

Outcomes:

Teacher candidates (students) will complete a Community Map Project, which includes a map of community elements, concept map depicting the relationship between elements and resources, narrative analysis of findings, and personal reflection

TLSC 140 Teaching, Learning and Leading for Social Justice (1 Credit Hour)

Co-requisites: (TLSC 110, 120, and 130) OR CIEP 360; Restricted to All SOE Undergraduate Majors

Prerequisites or This module (course) 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, etc.

TLSC 150 Constructive Learning Environments For Diverse Students (1 Credit Hour)

Co-requisites: (TLSC 110, 120, and 130) OR CIEP 360

This module (course) 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. Prerequisites or Restricted to All SOE Undergraduate Majors

TLSC 160 Analyzing Culturally-Responsive Classroom Instruction (1 Credit Hour)

Co-requisites: (TLSC 110, 120, and 130) OR CIEP 360

This module (course) 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. Prerequisites or Restricted to All SOE Undergraduate Majors

TLSC 210 Educational Policy For Diverse Students (2 Credit Hours)

Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors

This module (course) specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs). Candidates will learn the policies, laws and court cases that impact classrooms, see how educational policies are enacted into classroom practice to support students, and make suggestions on continued ways to improve the achievement of students in urban classrooms and schools. Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution

TLSC 220 Individualized Assessment & Instruction for Diverse Students (4 Credit Hours)

This module is specifically designed for candidates to appreciate, discern and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural and linguistic; in this way, candidates will explicitly focus on the multifaceted nature of planning for students with special needs and those who have been labeled as ELL. Through the use of case study research to collect individualized, authentic language and literacy assessment with one student, candidates will apply learning to the specific instructional context of a student who qualifies with at least one of the following labels: (a) student with special needs, (b) English language learner, or (c) struggling reader.

TLSC 221 Individualized Instruction and Assessment for Diverse Learners (2 Credit Hours)

Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors

This module is designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement, particularly students with diverse learning and behavioral needs. Through the use of case study research to conduct individualized assessments with diverse learners, candidates will work with students with special needs or those at risk of this being identified as having a disability. Candidates will apply learning to the instructional context with academically, behaviorally, culturally, cognitively, and socially/emotionally diverse students.

Outcomes:

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; - Use data to drive instruction and assess teaching and learning effectiveness;
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; -Hold high expectations and build on the assets of diverse students (including, but not limited to, race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity);
- Explicitly integrate the teaching of reading, writing, communication and technology across content area; -Create and support safe and healthy learning environments for all students

TLSC 222 Authentic Assessment and Instruction for Bilingual Learners (2 Credit Hours)

Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors

This module is designed for teacher candidates to appreciate, discern, and utilize the individual strengths and needs of students who speak a language other than English to plan instruction and support student achievement. Through the use of case study research, candidates conduct individualized, authentic assessments that focus on cultural backgrounds and language development of focal students. Candidates apply their learning with bilingual learners to support language and literacy development and acclimation to learning in the academic context

Outcomes:

Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Use data to drive instruction and assess the effectiveness of their teaching and students' learning; Apply deep understandings of both content and language pedagogy to provide developmentally appropriate instruction to students who are learning English as an added language, who may have interrupted schooling, and/or who may have experienced trauma as a result of their immigration experiences and/or dangerous issues in their home country; Hold high expectations and build on the assets of students from different cultural and linguistic backgrounds (including, but not limited to, ethnicity, culture, language, SES, immigration status); Integrate the teaching of language and literacy across all content areas and in ways that use a variety of media to do; and Create and support safe and supportive learning contexts for all students

TLSC 230 Teaching Written Communication in Elementary Grade Classrooms (2 Credit Hours)

This module introduces teacher candidate's (students) to instruction in written communication across the curriculum. Candidates will learn evidence based practices for teaching writing, responding to writing and integrating best practices in writing instruction across content area instruction. The role of audience and purpose across types of texts (i.e., opinion, expository, narrative and research) will be emphasized.

Outcomes:

Teacher candidates (students) will develop, teach, and reflect upon content area writing lessons that address the stages of the writing process, incorporate the use of technology and include support for writers with diverse skills throughout the writing process

TLSC 231 Teaching Science/Writing in Elem and Middle Grades (3 Credit Hours)

Pre-requisites: TLSC 210, TLSC 221, TLSC 222, Co-requisite TLSC 232; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors

This course introduces candidates (students) to the discipline and culture of science; provides experiences that engage candidates in the teaching and learning of science across varied school and non-school contexts; develops knowledge and skills to teach science through an inquiry approach and integrate writing.

This course satisfies the Engaged Learning requirement.

Outcomes:

Candidates will develop, implement, analyze, and reflect upon instructional and materials that ensure rigorous, relevant, inquiry-based science instruction is accessible to all students; Candidates complete an authentic personal inquiry project

TLSC 232 Integrated Teaching/Learning Social Studies & Writing in Elementary Grades (3 Credit Hours)

Pre-requisites: TLSC 210, TLSC 221, TLSC 222, Corequisite TLSC 231; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors

This introduces candidates (students) to the disciplines of the social studies; provides experiences engaging in the teaching and learning of elementary social studies across varied school and non-school contexts; develops knowledge and skills to teach social studies through an inquiry approach and integrate writing.

Outcomes:

Candidates will develop, implement, analyze, and reflect upon instruction that ensure rigorous, relevant, inquiry-based social studies instruction is accessible to all students; Candidates complete an authentic personal inquiry project

TLSC 235 Teaching Science and Writing in the Middle Grades Classroom (3 Credit Hours)

The content of this module focuses on the Framework for K-12 Science Education and the related Next Generation Science Standards (NGSS). A strong emphasis will be placed on disciplinary literacy within science, including reading comprehension strategies, facilitating scientific discussions, and integrating writing instruction that supports student learning. Students will engage with important science ideas, identify high quality resources, and undergo the process of planning cohesive storylines that could be implemented in middle grade classrooms.

Outcomes:

As a part of this module, candidates will understand that effective educators: - Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement; - Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; - Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; - Explicitly integrate the teaching of reading, writing, communication and technology across content areas

TLSC 236 Teaching Social Studies and Writing in the Middle Grades Classroom (3 Credit Hours)

This sequence addresses social studies instruction with a specific focus on middle grade classrooms. Teacher candidates will be introduced to the field of social studies and the disciplines within it have experiences engaging in the teaching and learning in this field, and specifically work to integrate literacy in powerful and purposeful ways. Candidates will learn culturally responsive teaching practices, choose and use high quality texts and resources, and utilize reading comprehension and analysis strategies as students ask essential questions that explore the important connections between history and current events.

Outcomes:

Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLLSC) focuses on specific professional dispositions and candidates are offered opportunities to receive feedback on their dispositional growth; The teacher candidate commits to appropriate professional and interpersonal behaviors in this module by: - demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students (9N) (IB) (D4); - participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills (90) (IB) (D5); - valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments (9L, 9N) (IB) (D7); - demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels (2H, 6A) (IB) (D9); - valuing and promoting curiosity, creativity, and life-long learning in students (IB) (DI5)

TLSC 240 Language, Culture, and Pedagogy in Bilingual Classrooms (3 Credit Hours)

Pre-requisites: TLSC 210, TLSC 221, AND TLSC 222 (Grade "C" or better); Restricted to BILI-BSED, and BILI-MINR

This module deals with bilingual education, schools, classrooms, and learners, with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism. Candidates will engage with parents, families, and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities.

TLSC 241 Language, Culture, and Pedagogy in Spanish Language Classrooms (0-3 Credit Hours)

This module offers a cultural, linguistic, and pedagogical immersion in a school setting to prepare teachers who will use Spanish as a medium of instruction. Participants spend two weeks in Mexico City living in a homestay and pairing with an elementary school teacher for a classroom teaching experience. Teacher candidates surround themselves with the rich cultural heritage and linguistic resources of Mexico, gaining a better understanding of the largest group of linguistically diverse students in Chicago and the broader United States.

TLSC 250 Developmentally Appropriate Practice with Infants/Toddlers & Their Families (3 Credit Hours)

Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade);
Co-requisite: 251, 252, 253; Restricted to ECSE-BSED

Infants-Toddlers-EI 1 is the first of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course explore current knowledge and research findings about high-quality, developmentally appropriate early childhood care and education in the context of programs for infants and toddlers (including those with special needs) and their families and is designed to prepare future teachers to fill the role of an effective early interventionist and infant/toddler specialist.

Outcomes:

As a result of this experience (which includes components related to assessment, intervention, work with families, and infant/toddler development), students will demonstrate proficiency at designing safe, supportive environments of nurturing care for infants and toddlers (including those with special needs) and their families by applying the principles of developmentally appropriate practice in curriculum design/delivery, assessment, and intervention

TLSC 251 Family-Centered Assessment and Intervention in Early Intervention (3 Credit Hours)

Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade);
Co-requisite: 250, 252, 253; Restricted to ECSE-BSED

Infants-Toddlers-EI 1 is the second of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course includes intensive clinical experiences in EI with infants and toddlers with special needs and their families, and is designed to complement Infants-Toddlers-EI 1 (Developmentally Appropriate Practice (DAP) with Infants/Toddlers and their Families) in preparing future teachers to fill the role of an effective early interventionist and infant/toddler specialist.

Outcomes:

As a result of this experience which (like I-T-EI 1) includes components related to assessment, intervention, diverse families, and infant/toddler development, students will develop their skills in working directly with families in designing assessment systems and interventions for infants and toddlers with special needs that address family resources, priorities, and needs

TLSC 252 Foundations, Settings, and Studies of Effective Early Childhood Education (1 Credit Hour)

Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade);
Co-requisite: TLSC 250, TLSC 251, TLSC 253; Restricted to ECSE-BSED

This field-based module provides an introduction to the diverse settings in which children birth-8 are served. Candidates will investigate the interlaced professions of early childhood education and early childhood special education.

Outcomes:

Students will interpret and analyze trends in early care and education

TLSC 253 Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds (2 Credit Hours)

Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade);
Co-requisite: TLSC 250, TLSC 251, TLSC 252; Restricted to ECSE-BSED

This course frames sequence 4 in the TLLSC teacher preparation program. It addresses knowledge and skills in understanding the development of young children with special needs and the implications of that understanding for assessment and intervention in birth to five.

Outcomes:

Candidates will develop classroom environments, curriculum, and instructional strategies for working with infants, toddlers, and preschoolers, as well as demonstrating mastery of authentic assessments required for IL state credentialing

TLSC 260 Typical and A-Typical Development (2 Credit Hours)

This module (course) further develops and deepens candidates' (students) understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.

Outcomes:

Teacher candidates (students) will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review

TLSC 261 Significant Disabilities and Life Planning (2 Credit Hours)

This module (course) further develops and deepens candidates' (students) understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.

Outcomes:

Teacher candidates (students) will apply information related to students with significant support needs within individualize education plans

TLSC 262 Assistive and Adaptive Technology (2 Credit Hours)

This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.

Outcomes:

Teacher candidates (students) will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

TLSC 263 Transition Planning (2 Credit Hours)

This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.

Outcomes:

Teacher candidates (students) will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

TLSC 300A Professional Learning Communities (0 Credit Hours)

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

TLSC 300B Professional Learning Communities (1 Credit Hour)

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

TLSC 310 Language and Literacy for Diverse Students (2 Credit Hours)

This module (course) introduces teacher candidates (students) to essential foundations in teaching reading. Emphasized will be skills developmentally appropriate for the candidate's teaching endorsement level including phonological awareness, phonics, vocabulary, fluency and text comprehension. A balance of instructional practices appropriate for a variety of narrative and informational texts will be included.

Outcomes:

Teacher candidates (students) will learn to design and teach lessons, focusing on standards based reading skills to linguistically diverse students, through use of research based reading strategies

TLSC 320 Using Classroom Data in a Collaborative Env to Advance Student Achievement (2 Credit Hours)

This module (course) develops candidates' ability to collect, represent, and analyze appropriate classroom data. Students will use this ability to determine the level of objective mastery and measure student growth. Reflection on the analysis will guide candidates' decisions regarding instructional adjustment and individual student needs

Outcomes:

Teacher candidates will be proficient in the use of data based decision making that informs instruction and guides students' academic and behavioral modifications

TLSC 325 Teaching Internship in Informal Education Settings (3 Credit Hours)

The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences, digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

TLSC 326 Informal Science Education Seminar (3 Credit Hours)

This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education. Course

Outcomes:

- Describe characteristics of teaching and learning in informal science settings; - Describe practices that support learning and development in informal science settings; - Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; - Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; - Explain challenges and barriers to collaboration between in and out of school science teaching and learning; - Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; - Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; - Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

TLSC 330 Discipline-Specific Literacy for Diverse Students (2 Credit Hours)

This module (course) supports teacher candidates (students) in developing their knowledge and skills in teaching and assessing literacy in discipline specific contexts. Emphasized will be the identification and use of culturally responsive texts, evidence based strategies, data based decision making skills and new literacies (technology and online resources) designed to target all students' literacy needs, including those with linguistically diverse backgrounds. They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery.

Outcomes:

Teacher candidates (students) will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts

TLSC 340 Teaching and Learning in an Area of Specialization (2 Credit Hours)

This module (course) further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12

Outcomes:

Teacher candidates (students) will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

TLSC 350 Teaching and Learning with a Global Framework (4 Credit Hours)

Teacher candidates (students) will work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit with a service component. This module's (course) experiences are specifically designed to prepare candidates (students) for teaching in schools that offer an International Baccalaureate program.

Outcomes:

Teacher candidates (students) assess their instruction using a global framework in this module (course) and develop an action plan to improve practice as they move into the final phase of the teacher preparation program

TLSC 360 Developing Rigorous and Relevant Instruction & Assessment (3 Credit Hours)

This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.

Outcomes:

Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

TLSC 370 Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tchng Perform Assmt Prep (3 Credit Hours)

This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will, while delivering the instructional unit designed in Module 7.1, be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.

Outcomes:

Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

TLSC 380 Tchng, Lrning & Leading with Schools & Communities Internship: Stud Tchng (6-12 Credit Hours)

This module (course) represents the candidates' full-time student teaching experience. Candidates will complete three of the edTPA tasks required for certification (edTPA: Designing Instruction Task; edTPA: Assessing Learning Task; and edTPA: The Culminating Teaching Experience Task) in order to document and demonstrate each candidate's ability to effectively teach his/her subject matter. Candidates will also engage in focused reflection on student teaching and their entire teacher preparation program. Candidates will complete the School of Education's Professional Practice Profile (PPP) essay at the end of the module. (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB) EU9 S7, S8; Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators. (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB) EU10 K1, K2, K3, K4, S1, S2; Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1K, 2K, 5M, 7M, 8J) (IB) EU11 S2, S3, S4, S6; Support and deliver instruction in cooperation with their assigned co-teacher. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB) EU1 S7, EU2 S8, EU4 S7; Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs. (1H, 3J, 5H, 5K, 5M, 5P, 7Q)(IB) EU3 S10, S11, S16, S18 EU4 S5; Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families. (5H, 5J, 9K) (IB) EU6 S12 EU2 S9; Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion (4K, 4N, 5K, 5M, 5N, 8I, 8J, 8O, 8R, 8S, 9G, 9K, 9N) (IB) EU9 S6, S8.

This course satisfies the Engaged Learning requirement.

Outcomes:

Utilize research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students EU3; Create and support safe and healthy learning environments for all students EU9; Utilize information from theories and related research based practices when making decisions and taking action in their professional practice EU10; Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement EU11; Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups EU1; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity) EU7; Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students EU2; Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior (3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB) EU3 S2, S3, S5, S6, S9; Use data to evaluate and monitor students' needs, instruction and

TLSC 400A Professional Learning Communities (0 Credit Hours)

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners' discussing and making meaning of all learning and experiences in schools and communities.

Outcomes:

Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions

TLSC 400B Professional Learning Communities (1 Credit Hour)

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners' discussing and making meaning of all learning and experiences in schools and communities.

Outcomes:

Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions

TLSC 401 Language, Learning & Development Theories in Practice (2 Credit Hours)

Students will learn key principles and stages of language acquisition, developmental and learning theories through clinical experiences with children from birth to grade 12. Field experiences provide opportunities to explore ways in which physical characteristics, communication skills, cognitive capacities, and the social-emotional needs of children are used to understand theory and inform adult-child interaction and developmentally appropriate practice.

Outcomes:

Students will explore the ways in which social, cultural, and environmental contexts shape language, development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

TLSC 402 Community Immersion (1 Credit Hour)

This module is designed to engage teacher candidates in an authentic exploration of the inherent relationship between schools and the surrounding community. Teacher candidates are introduced to the concepts of cultural and social capital as they work in small groups to explore a thematic component of these communities.

Outcomes:

Teacher candidates will complete a Community Map Project, which includes a map of community elements, concept map depicting the relationship between elements and resources, narrative analysis of findings, and personal reflection

TLSC 403 Teaching for Social Justice and Equity (3 Credit Hours)

This module targets candidates' understandings of the School of Education's mission of professionalism in service of social justice, the core tenets of culturally responsive pedagogy, and the applications via backwards design and Universal Design for Learning. Candidates will explore their own identities as future teachers and consider how teachers' identities and experiences transfer into and influence instructional practice with students.

Outcomes:

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, etc

TLSC 404 Constructive Learning Environments for Diverse Students (3 Credit Hours)

This module is designed for candidates to discern and utilize students' needs and design classroom environment and instruction to support learning and development. In this module, candidates hone knowledge and skills for working with students with special needs, specifically taking the lens on social, emotional, and behavioral needs.

Outcomes:

Candidates will demonstrate learning through the completion of a functional behavioral analysis (FBA) of one student within the specific environmental and instructional classroom context

TLSC 405 Analyzing Culturally Responsive Classroom Instruction (3 Credit Hours)

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.

Outcomes:

Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching

TLSC 406 Educational Policy for Diverse Students (3 Credit Hours)

This module specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs).

Outcomes:

Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution

TLSC 407 Individualized Assessment and Instruction for Diverse Students (3 Credit Hours)

This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. Through the use of case study research to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English language learner (ELL) and a student with special needs.

Outcomes:

Through the use of case study research to collect individualized, authentic language and literacy assessments, candidates will apply learning through work a labeled English learner

TLSC 410 Language, Culture and Pedagogy in Bilingual Classrooms (3 Credit Hours)

This module deals with bilingual education, schools, classrooms and learners with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism.

Outcomes:

Candidates will engage with parents, families and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities

TLSC 420 Teaching Mathematics in Elementary Grade Classrooms (2 Credit Hours)

This module introduces teacher candidates (students) to developmentally appropriate instruction in mathematics in the elementary grades and how to use assessment data to inform instruction.

Outcomes:

Teacher candidates will develop, teach, and reflect upon mathematics instruction that develops conceptual understanding, targets the use of Specialized Content Knowledge, guides student problem solving through extended response questions, builds mathematical knowledge, strategies and explanation

TLSC 421 Teaching Science in Elementary Grade Classrooms (2 Credit Hours)

Pre-requisites: Graduate Education Students Only

This module introduces candidates to the discipline of science, providing them experiences engaging in the teaching and learning of elementary science, and specifically works to help candidates integrate literacy into their science instruction. Candidates develop knowledge and skills needed to teach science through an inquiry approach and integrate literacy into their science teaching.

Outcomes:

Candidates will set and work towards professional development goals related to science content, science pedagogy, and science assessment; They will compile a portfolio of evidence to show they have worked towards their goals and reflect on how their understanding of science teaching and learning has shifted throughout the module

TLSC 422 Teaching Social Studies in Elementary Grade Classrooms (2 Credit Hours)

Pre-requisites: Graduate School of Education Student Only

This module introduces candidates to the disciplines of the social studies, providing them experience in the teaching and learning of elementary social studies, and specifically helps candidates integrate literacy into their social studies instruction. Candidates develop knowledge and skills needed to teach social studies through an inquiry approach and integrate literacy into their social studies teaching.

Outcomes:

Teacher candidates will develop and implement an interdisciplinary social studies unit over the course of the module and will develop an essay of demonstrating their understanding of role social studies plays in the elementary school curriculum

TLSC 423 Foundations of Teaching Literacy (2 Credit Hours)

The purpose of this graduate foundations course is to provide pre-service teacher candidates with a solid foundation for effective literacy instruction in elementary and middle grade classrooms. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Outcomes:

Teacher candidates will develop the knowledge and skills base required for effective core curriculum based literacy instruction

TLSC 425 Teaching Internship in Informal Education Settings (3 Credit Hours)

The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences, digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

TLSC 426 Informal Science Education Seminar (3 Credit Hours)

This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education.

Outcomes:

Describe characteristics of teaching and learning in informal science settings; Describe practices that support learning and development in informal science settings; Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; Explain challenges and barriers to collaboration between in and out of school science teaching and learning; Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

TLSC 430 Typical and A-Typical Development (2 Credit Hours)

This module further develops and deepens candidates' understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.

Outcomes:

Teacher candidates will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review

TLSC 431 Significant Disabilities and Life Planning (2 Credit Hours)

This module further develops and deepens candidates' understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.

Outcomes:

Teacher candidates will apply information related to students with significant support needs within individualize education plans

TLSC 432 Assistive and Adaptive Technology (2 Credit Hours)

This module further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.

Outcomes:

Teacher candidates will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

TLSC 433 Transition Planning (2 Credit Hours)

This module further develops and deepens candidates' understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.

Outcomes:

Teacher candidates will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

TLSC 440 Language and Literacy (3 Credit Hours)

This module introduces candidates to the foundational knowledge for effective literacy instruction, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Candidates develop the knowledge and skills required for core curriculum based literacy instruction, then apply these skills and knowledge while designing and teaching lessons focused on supporting linguistically diverse students language and literacy development through the use of research based literacy strategies.

Outcomes:

Teacher candidates will learn to design and teach lessons, focusing on standard-based reading skills to linguistically diverse students through use of research based reading strategies

TLSC 441 Using Classroom Data in a Collaborative Environment (1 Credit Hour)

This module develops candidates' ability to collect, represent, and analyze appropriate classroom data. Students will use this ability to determine the level of objective mastery and measure student growth. Reflection on the analysis will guide candidates' decisions regarding instructional adjustment and individual student needs.

Outcomes:

Teacher candidates will be proficient in the use of data based decision making that informs instruction and guides students' academic and behavioral modifications

TLSC 442 Disciplinary Literacy (3 Credit Hours)

This module supports candidates in developing their knowledge and skills related to literacy in discipline specific contexts, with an emphasis on culturally responsive texts, evidence based strategies, data based decision making skills, and new literacies to target all students' literacy needs, including those with linguistically diverse backgrounds. Additionally, teacher candidates will collect, represent, and analyze classroom data, and use this analysis to adjust literacy instruction for students, as well as target individual students' needs. Teacher candidates will design and teach disciplinary literacy lessons using data based decision making, as well as technology during lesson delivery.

Outcomes:

Teacher candidates will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts; They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery

TLSC 443 Adolescent Literacy Instruction (3 Credit Hours)

This course focuses on developing effective instructional practices that promote the ongoing development of adolescent literac(ies) including essential reading skills, critical literacy skills, multimodal literacy skills, and disciplinary literacy skills. Foundational in the premise that all adolescents have and can develop a variety of literacies that facilitate reading the word to read the world, teacher candidates will develop a repertoire of strategies for building essential reading skills and developing academic language informed by CCSS and WIDA standards. They will also learn how to bring together their content knowledge, understandings of academic language and literacy, criticality, and the importance of using multimodal texts to create lessons that address the needs of all learners, including emerging bilinguals.

Outcomes:

Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity)

TLSC 450 Teaching and Learning in an Area of Specialization (3 Credit Hours)

This module further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12 students in a particular curricular area.

Outcomes:

Teacher candidates will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

TLSC 451 Teaching and Learning with a Global Framework (3 Credit Hours)

Teacher candidates will work with PreK-12 teachers to develop and implement a trans-disciplinary/interdisciplinary curriculum unit with a service component. This module's (course) experiences are specifically designed to prepare candidates for teaching in schools that offer an International Baccalaureate program.

Outcomes:

Teacher candidates assess their instruction using a global framework in this module and develop an action plan to improve practice as they move into the final phase of the teacher preparation program

TLSC 452 Advanced Foundations of Early Childhood Education (1 Credit Hour)

This course is an exploration of contemporary issues in early childhood programs for young children (both typically developing and those with disabilities) aged birth to eight and their families. In this course, graduate students will investigate the interlaced professions of early childhood education, early intervention, and early childhood special education. By learning about diverse settings in which young children and families are served, candidates gain an overview of early education, experience a variety of program models/types, and learn standards of ethical behavior and practice.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; 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; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 453 Early Childhood Development and Developmentally Appropriate Practices (2 Credit Hours)

This course provides a framework for understanding early childhood development and the role of early childhood educators in understanding individual development through authentic and other forms of assessment for children aged birth to 5 (including those with special needs) and their families. The course prepares candidates to understand and assess children's development, as well as to participate in developmentally appropriate assessment, select classroom environments, curriculum, and interventions/instructional strategies for infants, toddlers, and preschoolers. This course emphasizes that practices are only developmentally appropriate when families are included in these processes. Students will gain knowledge and skills required to serve as inclusive educators and assessment leaders in early childhood and special education.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; 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; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

**TLSC 455 Secondary Content Mthds: Currclm, Instrctn & Assmt
Secondary Content Areas (6 Credit Hours)**

This 6-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas.

Outcomes:

This course module focuses on current bodies of knowledge in the field of Science Education; Candidates must demonstrate understanding of A Framework for K-12 Science Education and the Next Generation Science Standards], as well as current literature; They will also critically evaluate curriculum, instructional and assessment practices in a variety of diverse classroom and community settings, with a focus on equity

TLSC 456 Language & Literacy in the Secondary Content Area (3 Credit Hours)

This 3-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas - language and Literacy.

TLSC 460 Developing Rigorous and Relevant Instruction and Assessment (2 Credit Hours)

This module requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.

Outcomes:

Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

TLSC 461 Designing and Implementing Rigorous and Relevant Instruction (3 Credit Hours)

This module requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.

Outcomes:

Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

TLSC 462 Advanced Inclusive Practices in Early Childhood Education (3 Credit Hours)

This course focuses on the role of ECSE professionals in inclusive preschool programs, including the role of ECE and ECSE teachers in supporting tiered models in general education, and the development, implementation, and evaluation of individualized education plans. In addition, these personnel are called upon to provide services that are interdisciplinary, multicultural, family-centered, inclusive, and developmentally appropriate, and that prove effective regardless of family circumstances. Students will gain experience in developing strategies for meeting the educational and developmental needs of preschoolers who experience circumstances and conditions that potentially interfere with optimal growth and development.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; 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; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 463 Supporting and Serving Families in Early Childhood Education (2 Credit Hours)

In this course, students apply models, skills, and processes of teaming when collaborating to support and serve families in the role of an early childhood educator and professionals. Culturally and linguistically responsive and affirming practices will be explored, in addition to family systems and family diversity, and students will explore a variety of collaborative strategies while working with and supporting families. Teaming models, skills, and processes, including appropriate uses of technology will also be explored as avenues for ensuring responsive early childhood education, early intervention, and early childhood special education. Students will learn about and engage directly with families as a result of this course.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; 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; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 470 Student Teaching for Change (7 Credit Hours)

This module represents the candidate's full-time student teaching experience. It serves as the culmination of candidate's full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.

Outcomes:

Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

TLSC 470A Student Teaching for Change (1-6 Credit Hours)

This module represents the candidate's full-time student teaching experience. It serves as the culmination of candidate's full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.

Outcomes:

Candidates will complete part of the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter

TLSC 470B Student Teaching for Change (1-6 Credit Hours)

This module represents the candidate's full-time student teaching experience. It serves as the culmination of candidate's full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.

Outcomes:

Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

TLSC 471 Curriculum Processes in the IB Primary Years Programme (3 Credit Hours)

This course focuses on developing an understanding of the International Baccalaureate Organization and its curriculum with a particular focus on the Primary Years Programme.

Outcomes:

Candidates will create a presentation focusing on how the PYP curriculum supports and promotes aspects of the International Baccalaureate learner profile

TLSC 472 Teaching and Learning in the IB Primary Years Programme (3 Credit Hours)

This course focuses on unit and lesson planning within the International Baccalaureate Primary Years Programme curriculum.

Outcomes:

Candidates will be able to design and carry out transdisciplinary global instruction for diverse learners

TLSC 473 Assessment and Learning in the IB Primary Years Programme (3 Credit Hours)

Pre-requisites: TLSC 471 & 472

In this course, candidates examine a PYP unit and the summative assessment used to assess students' understanding of the central idea and PYP essential elements.

Outcomes:

Candidates will develop an assessment plan using the PYP unit planner

TLSC 474 Professional Learning IB Primary Years Programme (1 Credit Hour)

Pre-requisites: TLSC 471 & 472

In this course, candidates implement an IB Impact on Student Learning project in which they implement a PYP unit.

Outcomes:

Candidates carry out their instructional unit and evaluate their teaching based on post-assessment results

TLSC 475 Curriculum Processes in the IB Middle Years Programme (3 Credit Hours)

This course focuses on developing an understanding of the International Baccalaureate Organization and its curriculum with a particular focus on the Middle Years Programme.

Outcomes:

Candidates will create a presentation focusing on how the MYP curriculum supports and promotes aspects of the International Baccalaureate learner profile

TLSC 476 Teaching and Learning in the IB Middle Years Programme (3 Credit Hours)

This course focuses on unit and lesson planning within the International Baccalaureate Middle Years Programme curriculum.

Outcomes:

Candidates will be able to design interdisciplinary global instruction for diverse learners

TLSC 477 Assessment in the IB Middle Years Programme (3 Credit Hours)

In this course, candidates analyze the MYP community project and the MYP personal project. Candidates become familiar with the DP Theory of Knowledge, Creativity, Arts & Service, and the extended essay.

Outcomes:

Candidates develop an assessment plan using the MYP unit planner

TLSC 478 Professional Learning IB Middle Years Programme (1 Credit Hour)

Pre-requisites: TLSC 475 and TLSC 476

In this course, candidates conduct an IB Impact on Student Learning project in which they implement the MYP unit designed in TLSC 476 and TLSC 477. Candidates carry out their instructional unit and evaluate their teaching based on post-assessment results.

TLSC 480 Teaching for Change Field Seminar (1 Credit Hour)

This module introduces teacher candidates' to learning and development through observation, investigation, and analysis of teaching practice and student learning in secondary-level classrooms. Candidates will complete a classroom profile assignment and develop a related action plan for enhancing a constructive classroom environment. Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment; (5F) 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)

Outcomes:

EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence; (3H)