

**Loyola University Chicago's School of Education**  
***Teaching, Learning, and Leading with Schools & Communities***  
**Sequence Descriptions**

<p><b><i>Sequence 1: Introduction to Teaching, Learning, and Leading with Schools and Communities</i></b></p> <p>Instructional Modules:            1.1 The Profession and Our Program (TLLSC)            1.2 Bringing Learning and Developmental Theory into Practice            1.3 Community Immersion</p>	<ul style="list-style-type: none"> <li>• Introduces teacher candidates to the profession and the TLLSC program, with a focus on collaborative relationships within and among schools, families, and communities.</li> <li>• Candidates examine the roles and responsibilities of educators within diverse school and community settings and connect those to the learning and development of PK - 12 students.</li> <li>• Candidates specifically investigate the role communities play in educating students.</li> </ul>
<p><b><i>Sequence 2: Exploring Schools as Learning Environments and Communities</i></b></p> <p>Instructional Modules:            2.1 Teaching, Learning and Leading for Social Justice            2.2 Developing Constructive Learning Environments            2.3 Analyzing Culturally Responsive Classroom Instruction</p>	<ul style="list-style-type: none"> <li>• Teacher candidates explore how the school itself is a community and how the organization and environment of a school influences student learning.</li> <li>• Builds upon the exploration of local communities done in Sequence 1.</li> </ul>
<p><b><i>Sequence 3: Policy and Practice in Urban Classrooms</i></b></p> <p>Instructional Modules:            3.1 Educational Policy: Then and Now            3.2 Individualized Instruction for Diverse Students</p>	<ul style="list-style-type: none"> <li>• Teacher candidates explore how macro-level educational policies manifest in teachers' and students' practice in urban classrooms.</li> <li>• Emphasizes the connections between all layers, processes, and actors in the educational system, from broader educational policy to urban classroom practice.</li> </ul>
<p><b><i>Sequence 4: Specializing in an Area of Teaching and Learning: Integrated Instruction in Elementary Classrooms</i></b></p> <p>Instructional Modules for Elementary Teacher Candidates:            4.1 Teaching Written Communication in Elementary Grade Classrooms            4.2 Teaching Science in Elementary Grade Classrooms            4.3 Teaching Social Studies in Elementary Grade Classrooms</p>	<ul style="list-style-type: none"> <li>• Introduces the disciplines of science and social studies.</li> <li>• Teacher candidates engage in the teaching and learning of these disciplines.</li> <li>• Candidates integrate literacy, with a specific focus on reading and writing, into these content areas.</li> </ul>



<p><b><i>Sequence 5: Literacy and Data Use</i></b></p> <p>Instructional Modules:  5.1 Foundations of Classroom Reading Instruction  5.2 Using Classroom Data in a Collaborative Environment to Advance Student Achievement  5.3 Teaching and Assessing Literacy in Discipline Specific Contexts</p>	<ul style="list-style-type: none"> <li>• Engages teacher candidates in the use of data to measure objective mastery, measure student growth, and modify instruction.</li> <li>• Candidates teach and co-teach personally designed content lessons utilizing sheltered strategies and informational texts and technology.</li> <li>• Candidates integrate and apply assessment knowledge and skills learned throughout the program.</li> </ul>
<p><b><i>Sequence 6: Integrating Content, Cultures and Communities</i></b></p> <p>Instructional Modules:  6.1 Teaching and Learning in an Area of Specialization  6.2 Teaching and Learning with a Global Framework</p>	<ul style="list-style-type: none"> <li>• Teacher candidates hone their skills in content area teaching and in transdisciplinary/interdisciplinary teaching through the International Baccalaureate framework.</li> <li>• Candidates integrate content and pedagogy to make curriculum more responsive to students' immediate and future needs.</li> </ul>
<p><b><i>Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant Instruction and Assessment</i></b></p> <p>Instructional Modules:  7.1 Developing Rigorous and Relevant Instruction and Assessment: Teacher Performance Assessment (edTPA) Preparation  7.2 Developing and Implementing Rigorous and Relevant Assessment and Instruction: Teacher Performance Assessment (edTPA) Preparation</p>	<ul style="list-style-type: none"> <li>• Teacher candidates measure their growth in the areas of instruction and assessment while reflecting on what they should know and be able to do prior to student teaching and certification.</li> <li>• Prepares candidates for the required Teacher Performance Assessment (edTPA) that they will complete during their student teaching in Sequence 8.</li> <li>• Candidates complete the sequence at the same school site and work with one selected class of students throughout.</li> </ul>
<p><b><i>Sequence 8: Student Teaching: Mastering Teaching, Learning and Leading</i></b></p> <p>Instructional Modules:  8.1 Teacher Performance Assessment (edTPA)  8.2 Reflection on Teaching, Learning and Leading</p>	<ul style="list-style-type: none"> <li>• Represents the full-time student teaching experience and the final sequence in the program before certification.</li> <li>• Candidates complete the Teacher Performance Assessment (edTPA).</li> <li>• Candidates complete Sequence 8 in the same classroom in which they completed Sequence 7.</li> </ul>



