Instructor Information
Dr. R. James Breunlin, NBCT
Office phone: 312-915-7727
Cell phone: 630-269-4331
E-mail: rbreunl@luc.edu
Office hours: Lewis Tower 1124 Wednesdays 11:00 to 1:00 or by appointment

Module Information
Dates: October 3-14, 2015
Days: Monday, Wednesday, & Friday
Times: 8am-12noon
On-Campus Location: Sullivan 201
School-Site Location: Senn High School, 5900 North Glenwood Ave, Chicago IL

Module Readings
• NCTM Standards (paper or electronic version) (provided by the professor)
• Common Core State Standards for Mathematics (provided by the professor)

IB Readings:
• Candidates in all programs (PYP, MYP and DP) will use the following readings and resources:
- **Learner profile guide**

The following readings and resources are specific to particular programs in IB:
- *Making the PYP happen*
- *MYP: The Next Chapter*
- *DP from principles into practice*

**Module Description**
Teacher candidates further develop their understanding and application of designing instruction in an area of specialization. Teacher candidates observe classrooms that utilize UbD and interview a cooperating teacher educator about his/her use of UbD as a framework for teaching. Candidates focus on connecting content to students’ lives and interview two to three students to ascertain how they make meaning out of content in connection with their lives. Teacher candidates then observe how teachers include reading, writing, listening, speaking, and viewing in their instruction of content and how they differentiate instruction using suggested strategies in the UDL Guidelines Checklist. Teacher candidates co-plan with cooperating teacher educators to develop a five-lesson content area unit and pre-, formative, and post-assessments to assist in better understanding student learning and the strengths and weaknesses of the instructional strategies chosen, making adjustments to instruction based on pre- and formative assessments, teacher candidates implement the five-lesson content area unit with the cooperating teacher educator. Candidates administer the post-assessment and analyze the data to understand the teaching and learning of the specific content. Finally, teacher candidates administer a short survey to get student feedback on the series of lessons, including what worked well, what could have been improved, and what suggestions they have for future lessons, and they identify research articles to assist them in strengthening their areas for growth.

**Module Goals**

**Essential Questions:**
- How does backward design facilitate deep learning of content and skills?
- How do students most effectively acquire skills within a specific content area?
- How can the use of data facilitate students’ acquisition of content and skills?
- How do students utilize technology to support and deepen their learning in a particular content area?
- How do students use their literacy skills to acquire knowledge and skills within a content area?
- How do students become actively engaged in learning and self-assessment?

As a part of this module, 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.
- 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.
• explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:
• Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
• Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (3Q; 3I) (IB)
• Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student’s learning and behavior. (3H; 3I) (IB)
• Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
• Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
• Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
• Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M; 5J; 5P) (IB)
• analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
• use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
• make data-driven decisions using assessment results to adjust practices to meet the needs of each student (5P) (IB)
• use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
• Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive web sites, blogs, online research. (2F; 2L; 2O; 5N; 5O; 9S; 9T)

IDEA Course Evaluation Link for Students
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STUDENT IDEA LOGIN on the left hand side of the page.

IDEA Objectives: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

- Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
- Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
- Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
- Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (4D)

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
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<tr>
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<td>87-89</td>
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<tr>
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<td>83-86</td>
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<tr>
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<td>80%</td>
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<td>C+</td>
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<td>77-79</td>
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<td>C</td>
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<td>73-76</td>
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<tr>
<td>C-</td>
<td>70%</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67%</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63%</td>
<td>63-66</td>
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<tr>
<td>F</td>
<td>62% and Below</td>
<td>0-62</td>
</tr>
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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.

Module Assignments:

Module Participation: 10% of final grade
Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others’ ideas. Participation will make up 10% of your final grade for this course and be determined using the following common rubric.

Professional Attitude and Demeanor Part I
- □ 4-Always prompt and regularly attend classes.
- □ 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- □ 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- □ 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II
☐ 4-Always prepared for class with assignments and required class materials.
☐ 3-Rarely unprepared for class with assignments and required class materials.
☐ 2-Often unprepared for class with assignments and required class materials.
☐ 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class
☐ 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
☐ 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
☐ 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
☐ 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Integration of Readings into Classroom Participation
☐ 4-Often cite from readings; use readings to support points.
☐ 3-Occasionally cite from readings; sometimes use readings to support points.
☐ 2-Rarely cite from readings; rarely use readings to support points.
☐ 0-Never cite from readings; do not use readings to support points.

Listening Skills
☐ 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
☐ 3-Listen when others talk, both in groups and in class.
☐ 2-Rarely listen when others talk, both in groups and in class.
☐ 0-Does not listen or interrupt when others talk, both in groups and in class

- **Content-Specific, Standards-Aligned Curriculum Unit: Approximately 25% of final grade**
  - Candidates, with the support of their cooperating teacher, will develop and co-teach a standards-based unit using the Understanding by Design framework. This UbD unit will include, at minimum, five content-specific, literacy-focused lesson plans. The lesson plans must include instruction in reading, writing, listening, speaking, and/or viewing within a content area. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning.

- **Assessment Plan Analysis and Reflection Essay: Approximately 25% of final grade**
  - As part of the Curriculum Unit listed above, candidates will design pre, formative, and post assessments. While implementing the unit, candidates, through a written log, will identify strengths and weaknesses in instruction, utilizing technology to analyze the on-going assessment data. Candidates, as evidenced in their written log, will use and reflect on the use of the core principles of Universal Design for Learning (UDL) to differentiate instruction and assessment based on formative assessment data. Candidates will then reflect, formally, in writing, on the instruction after analysis of the data and identify up
to three research-based studies that could be used to inform instruction in future teaching.

- **Understanding by Design Essay: Approximately 20% of final grade.**
  - While at their school site, candidates will choose one classroom on which to focus for this essay. Candidates will be observe and interact with various aspects of this classroom using a “teaching for understanding” lens. What does "teaching for understanding" look like? What would we expect to see in an Understanding by Design classroom? During their time in classrooms, candidates will use the “Indicators of Teaching for Understanding,” logging evidence of UbD indicators. In preparation for writing the essay, candidates will interview their cooperating teacher about their use of backward design as a framework for teaching

- **Other Assignments Given: Approximately 10% of final Grade**

- **Sequence Summative Assessment: 10 % of final Grade**
  - After completing the modules in this sequence, teacher candidates will apply their understanding of the research and practice in their area of specialization to design a year-long curriculum plan for a specific age or grade-level or course within a particular content area that includes transdisciplinary or interdisciplinary connections and the integration of technology. The curriculum plan will include a description of the content and skill focus, required materials including text and technology resources, classroom expectations, a comprehensive assessment plan and a full description of the overall course summative assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments.

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**Senn High School Bell Schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00</td>
<td>8:57</td>
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<tr>
<td>2</td>
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<tr>
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<td>9:56</td>
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<tr>
<td>5</td>
<td>11:43</td>
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<td>7</td>
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</tbody>
</table>
 Candidates should expect to arrive by 8:00

 Candidates will be released no later than 12:00

 When at Senn we will follow the schedule of: with Dr. B in room 343 West Periods 1 and 2 then with the classroom teacher Ms Zeman periods 3 and 4.

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School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified by our endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded The Conceptual Framework: Social Action through Education, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.
Candidates **MUST** use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

**Sakai**
Candidates will be responsible for regularly accessing their Sakai accounts at [http://sakai.luc.edu](http://sakai.luc.edu). Sakai will be used to post the syllabus, course documents, and other relevant information.

**Diversity**
By focusing on individual, diverse students in urban classrooms, this seminar addresses multiple perspectives on diversity, including but not limited to the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.

**Technology**
Candidates will use Microsoft Excel to manipulate, represent and analyze data and use online resources for research.

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.
### Tentative Module Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assigned</th>
<th>Assignment</th>
<th>Candidate Activity with Cooperating Teacher</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 3</td>
<td>Introduction to Senn HS, Cooperating Teachers, and course expectations</td>
<td>Tuesday: Wiggins and McTighe: Intro, Modules A-C</td>
<td>Meet Cooperating Teacher</td>
<td>Senn High School</td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>Understanding by Design</td>
<td>Thursday: Wiggins and McTighe: Modules D-H</td>
<td>Bring 2-4 Questions based on reading Choose Content for Unit</td>
<td>Determine Unit taught</td>
<td>Sullivan Rm 201 8:00 to 10:30 Senn HS is not in session due to Columbus Day</td>
</tr>
<tr>
<td>October 7</td>
<td>Understanding by Design, Universal Design for Teaching</td>
<td>Tuesday: Hall Chapters 1-3 Stiggins: Assessment Through the students’ eyes</td>
<td>Draft of Stage 1 of UbD due</td>
<td>Assist with individual and small group</td>
<td>Senn High School</td>
</tr>
<tr>
<td>October 10</td>
<td>Universal Design for Teaching</td>
<td>Draft of Stage 2 of</td>
<td>Assist with individual and small group</td>
<td></td>
<td>Senn High School</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Due</td>
<td>Assist with</td>
<td>Location</td>
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<tr>
<td>October 12</td>
<td>Understanding by Design, Universal Design for Teaching, Lesson Plans</td>
<td>Thursday: Hall Chapters 4, 6, 9, 10 Draft of Stage 3 of UbD due</td>
<td>Assist with individual and small group, Try to teach something short</td>
<td>Senn High School</td>
<td></td>
</tr>
<tr>
<td>October 14</td>
<td>Assessment Practices</td>
<td>Unit Due, UbD Essay Due, Assessment Plan Analysis Due</td>
<td>Assist with individual and small group, Lead ACT prep</td>
<td>Senn High School</td>
<td></td>
</tr>
</tbody>
</table>

*These due dates may be delayed with mutual agreement of Candidate and Prof*
TLLSC 451: Teaching and Learning with a Global Framework  
Sequence 6: Integrating Content, Cultures and Communities  
Teaching, Learning, and Leading with Schools and Communities  
School of Education, Loyola University Chicago  
Fall Semester 2015

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Module Information  
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Days: Monday, Wednesday, & Friday  
Times: 8am-12noon  
On-Campus Location: Sullivan 201  
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- Candidates in all programs (PYP, MYP and DP) will use the following readings and resources:  
  - Learner profile guide
The following readings and resources are specific to particular programs in IB:

- *Making the PYP happen*
- *MYP: The Next Chapter*
- *DP from principles into practice*

**Module Description**

Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit with a service component, preparing candidates to teach in schools that offer an International Baccalaureate program. Teacher candidates observe teaching and learning in PYP, MYP, or DP IB classrooms understanding how family and community engagement and the integration of service to families and communities connects with IB curricula in their area of certification. Teacher candidates then co-plan and co-teach a three-week unit with an IB cooperating teacher educator. The unit needs to be transdisciplinary or disciplinary with interdisciplinary connections (including the arts) and is assessed through a structured inquiry project. Teacher candidates use pre- and formative assessments to differentiate instruction and assessment to meet the learning and language needs of students. In conjunction with the cooperating teacher educator, candidates administer a post-assessment and analyze data from the instructional unit to identify areas for growth. Teacher candidates use this analysis of their unit, samples of student work, and further research to develop a poster to present to peers, cooperating teacher educators, other school professional personnel, and university faculty.

**Module Goals**

**Essential Questions:**

- What does it mean to be a responsible citizen in the world?
- What is social justice?
- What is international-mindedness?
- How does serving our local community have an impact on the international community?
- How do we know what we know? What is worth knowing?
- How are academic disciplines related to one another?

As a part of this module, candidates will understand that effective educators:

- Reflect and carry out the School of Education’s mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups.
- Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.
- 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.

As a part of this module, candidates will:
- Utilize social participation structures, narrative, and questioning techniques consistent with those of their students. (3K)
- Provide opportunities to engage in rigorous inquiry-based authentic intellectual work. (3H, 5I) (IB)
- Promote critical thinking and problem solving within the context of their discipline and across disciplines. (3H, 5I) (IB)
- Apply strategies that address gaps in students’ skills required for knowledge attainment while also recognizing and accounting for students’ prior knowledge. (1H, 1I, 3I, 3J, 3K, 3M, 3P, 5I)
- Empower students by providing opportunities to challenge the status quo and inequalities.
- Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (8H, 8I, 9L) (IB)
- Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (8H, 8I, 8S, 9F, 9N) (IB)
- Actively listen to better understand the needs of others. (8R)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (8H, 9Q)
- Adopt strategies to stay informed of current IB innovations and connect with other schools and educators in the broader IB network. (IB)
- Plan instruction to support students’ structured inquiry into global issues to inspire inter-cultural awareness and international mindedness. (2K) (IB)
- Design authentic assessments and rubrics to measure the multiple facets of student achievement, including social, cultural, inter-cultural and linguistic. (IB)
- Involve students in self-reflection and self-assessment in the various areas of student achievement to support identity exploration. (7L) (IB)
- Collaborate to build and sustain a classroom and school environment that incorporates and values cultural, inter-cultural, linguistic and global diversity and issues. (1K, 7M, 8J) (IB)
- Engage in different ways of knowing within or across various disciplines. (2J) (IB)
- Incorporate the fine and performing arts into transdisciplinary/interdisciplinary units of instruction. (IB)

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- Demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
- Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- 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, 9R) (IB)
- Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (4D)

Grading Policy & Scale:
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**Module Assignments:**

**Module Assignments**

- **Transdisciplinary/Interdisciplinary Curriculum Unit: 40% of final grade**
  - Teacher candidates develop a transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB curriculum units – transdisciplinary/interdisciplinary with a service component – and then teach the unit with students in a PYP (K-5), MYP (6-8 or 9-10) or DP (11-12) classroom.¹
• **Technology Lesson Plan Series: 30% of final grade**
  o Students will create a series of five lesson plans using different technologies in five different content areas

• **Module Participation: 20% of final grade**
  o Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others’ ideas. Participation will make up 20% of your final grade for this course and be determined using the following common rubric.

**Professional Attitude and Demeanor Part I**
- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

**Professional Attitude and Demeanor Part II**
- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
  - 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

**Level of Engagement in Class**
- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

**Integration of Readings into Classroom Participation**
- 4-Often cite from readings; use readings to support points.
- 3-Occasionally cite from readings; sometimes use readings to support points.
- 2-Rarely cite from readings; rarely use readings to support points.
- 0-Never cite from readings; do not use readings to support points.

**Listening Skills**
- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class.
• **Sequence Summative Assessment: 10% of final grade for TLSC 450; 10% of final grade for TLSC 451**
  - After completing the modules in this sequence, teacher candidates will apply their understanding of the research and practice in their area of specialization to design a year-long curriculum plan for a specific age or grade-level or course within a particular content area that includes transdisciplinary or interdisciplinary connections and the integration of technology. The curriculum plan will include a description of the content and skill focus, required materials including text and technology resources, classroom expectations, a comprehensive assessment plan and a full description of the overall course summative assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments.

<table>
<thead>
<tr>
<th>Week (Class meets M,W,F)</th>
<th>Focus</th>
<th>Candidate Activities with Cooperating Teacher Educator</th>
<th>Readings</th>
<th>Assignments Due</th>
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</thead>
</table>
| #1 Oct 17,19,21         | International Baccalaureate overview with particular attention to MYP | Observe content area MYP classrooms  
Survey students re: background & interests  
Teacher candidates co-plan at least 3 lessons | - IB Learner Profile (PDF on Sakai)  
- Developing MYP Units (PDF on Sakai) | IB Unit Due |
| #2 October 24,26,28     | Instructional planning within the MYP | Observe and assist in classroom  
Continue to co-plan lessons | - Teaching the Disciplines in the MYP (pp. 1-12 and 34-56) | IB Unit Due |
School of Education Policies and Information

Conceptual Framework Standards
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. SOE’s Conceptual Framework (CF)—**Social Action through Education**—is exemplified by our endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of
professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded The Conceptual Framework: *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students.

**LiveText**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).
Candidates **MUST** use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments.
In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

**Sakai**
Candidates will be responsible for regularly accessing their Sakai accounts at [http://sakai.luc.edu](http://sakai.luc.edu). Sakai will be used to post the syllabus, course documents, and other relevant information

**Diversity**
By focusing on individual, diverse students in urban classrooms, this seminar addresses multiple perspectives on diversity, including but not limited to the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.
Technology
Candidates will use Microsoft Excel to manipulate, represent and analyze data and use online resources for research.

Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*