Module Information

Dates: January 17 – February 9, 2017
Tuesdays & Thursdays
Times: 8:15 – 12:45
On-Campus Location:
School-Site Location:

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. Candidates focus on connecting content to students’ 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. Ideally, 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 reflect on 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:

1) How does backward design facilitate deep learning of content and skills?
2) How do students most effectively acquire skills within a specific content area?
3) How can the use of data facilitate students’ acquisition of content and skills?
4) How do students utilize technology to support & deepen their learning in a particular content area?
5) How do students use their literacy skills to acquire knowledge and skills within a content area?
6) 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.
- 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 Objectives:
- Gaining factual knowledge (methods)
- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field

At the end of the module, you will be prompted to complete the module evaluation. Please visit: http://luc.edu/idea/ and click on the Student IDEA Log In. Your feedback is important to the continual development and improvement of the module. Please complete the course evaluation by the posted deadline.

Dispositions Assessment:
All courses in the SOE focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- 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

Disposition Rubric

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<tr>
<th>Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<td>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities. Candidates proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co- teachers, peers, and students.</td>
<td>Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus. Candidates initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, or students.</td>
<td>Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities. Candidates do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students.</td>
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<td><strong>Participants in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills</strong></td>
<td>Candidates seek opportunities to participate in professional development during field experiences or through involvement in professional groups and organizations</td>
<td>Candidates read and critique professional literature and make connections between the literature and field experiences</td>
<td>Candidates read professional literature and communicate their understandings of the literature in writing or by actively participating in discussions</td>
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<td><strong>Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments</strong></td>
<td>Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment and encourage their incorporation at a school-wide level</td>
<td>Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment</td>
<td>Candidates recognize the importance of valuing the unique identities of students, families and communities but fail to utilize identified strengths</td>
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<td><strong>Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors</strong></td>
<td>Candidates adopt a functional perspective to understanding student behavior and participate in promoting a positive classroom environment</td>
<td>Candidates identify the factors that influence student behavior and utilize the information to make decisions that promote student learning</td>
<td>Candidates communicate through writing or orally an awareness of the range of factors that influence student behavior, but fail to take action</td>
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<td><strong>Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students</strong></td>
<td>Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and involve students in setting expectations</td>
<td>Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations</td>
<td>Candidates recognize and communicate through writing or orally that that one’s expectations impact students learning and development, but fail to take actions on that knowledge</td>
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**Grading Policy & Scale:**
The final grade is based upon the completion of course requirements, as weighted above and following this scale: 93% - 100% A

- 90% - 92% A-
- 87% - 89% B+
- 83% - 86% B
- 80% - 82% B-
- 77% - 79% C+
- 73% - 76% C
- 70% - 72% C-
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 to discuss implications for your grade and participation in the sequence.
- 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. If you are absent, it is your responsibility to send assignments that are due, obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class. You must be prepared for the next class.
- Check your e-mail regularly. Please understand that you will not be excused from your responsibility for course requirements or other course changes/announcements due to failure to check your e-mail regularly.

Module Assignments

- **Module Participation: 30% of final grade**

Candidates are expected to consistently and actively participate in all class activities and discussions. As part of the candidate’s participation grade, it is expected that candidates will implement two activities from their instructional unit with the support of their cooperating teacher. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, and having responded in writing (1 page maximum) each class. Students must also write thoughtfully in their dialogue journals every class. Students will also provide regular feedback to each other’s recorded teaching time in classrooms. CLASS ratings will be considered in module participation grades. The following guidelines for participation will be considered in the module grades.

**Professional Attitude and Demeanor Part I**

- 4-Always prompt and regularly attend sessions.
- 3-Rarely late and regularly attend sessions (No more than 1 absence).
- 2-0-Often late and/or poor attendance at sessions (2 or more absences).

**Professional Attitude and Demeanor Part II**

- 4-Always prepared for sessions with assignments and required materials.
- 3-Rarely unprepared for sessions with assignments and required materials.
- 2-0-Often unprepared for sessions with assignments and required materials.

**Level of Engagement in Class**

- 4-Always a willing participant. Contributes by offering ideas and asking questions.
- 3-2-Often a willing participant. Contributes by offering ideas and asking questions.
- 1-0-Rarely a willing participant. Rarely offers ideas or asks questions.
Integration of Readings into Classroom Participation

- 4-Often cite from readings; use readings to support points. High quality written responses.
- 2-Occasionally cite from readings; sometimes use readings to support points. Moderate quality written responses.
- 0-Rarely cite from readings; rarely use readings to support points. Poor quality/missing written responses.

Listening Skills

- 4-Listen when others talk, both in groups and in sessions. Incorporate/build off of the ideas of others.
- 2-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions

Content-Specific, Standards-Aligned Curriculum Unit: 40% of final grade
Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. This UbD unit will include, at minimum, five social studies-specific, literacy-focused lesson plans. This unit should align with the classroom unit or project observed during the modules and must be influenced by student interest and experiences. The lesson plans must include literacy instruction within a social studies unit. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Candidates should provide evidence of the application of the principles of Universal Design for Learning in all areas of the unit plan.

Assessment Plan: 20% of final grade
As part of the Curriculum Unit required for TLSC 340, described above, candidates are required to create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit’s learning goal(s). Candidates should utilize multiple assessment modes and approaches that are aligned with the unit’s learning goals/enduring understandings. Candidates 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 develop measures to assess student learning before, during, and after instruction. Candidates will reflect on instructional changes they might make and identify up to three research-based studies that could be used to inform instruction in future teaching.

- Sequence Summative Assessment: 10% of final grade for TLSC 350; 10% of final grade for TLSC 340
Candidates will select one of the six IB transdisciplinary themes of global significance, explore it in depth, link standards and assessments across the content areas of science, social studies, and technology in grades PK-2, creating a curriculum map.

Module Readings


Content specific supplemental readings will also be provided through Sakai and will be described on the course calendar.

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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. We 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 in the overarching principles of *Professionalism in Service of Social Justice*, 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. Our conceptual framework is described here: www.luc.edu/education/mission/

**Technology**

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

**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.
**Diversity**

By focusing on individual, diverse students in urban classrooms, this module 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.

**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.