



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

**TLLSC 450: Teaching and Learning in an Area of
Specialization Sequence 6: Integrating Content, Cultures
and Communities** *Teaching, Learning, and Leading with
Schools and Communities* School of Education, Loyola
University Chicago
Fall Semester 2016

Instructor Information

Name: Dr. Yvonne El Ashmawi
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Office hours: By appointment

Module Information

Dates: October 17 – November 4, 2016
Days: Monday, Wednesday, & Friday Times: 8am-12noon, Time to be determined
On-Campus Location: Corboy Law Center, Room 525
School-Site Location: To Be Announced

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)
- Monitor and adjust 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

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- 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:

Grade	Percent	Points
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A	93%	93-100
A-	90%	90-92
B+	87%	87-89
B	83%	83-86
B-	80%	80-82
C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66
F	62% and Below	0-62

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 **prior permission** to hand them in late is given. There will be a deduction in points for late assignments.

Module Assignments:

Instructional Unit: 40% of 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 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. Candidates should provide evidence of the application of the principles of Universal Design for Learning

Standards addressed by this assignment: NCSS: 1.2, 1.6, 1.7 & 1.10; ILCAS: SS 1, 6, 8, 18, 19 & 20, H6, PS 3; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Assessment Plan: 15% of 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. Standards addressed by this assignment: NCSS: 1.2, 1.6, 1.7 & 1.10; ILCAS: SS 1, 6, 8, 18, 19 & 20, H6, PS 3; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Understanding by Design Essay: 10% of grade

- While at their school site, candidates will choose one classroom on which to focus for this essay. Candidates will 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. Standards addressed by this assignment: IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Classroom Practice Reflective Journals: 15% of grade

- Students will write weekly reflections of 250 to 500 words. Journal entries should focus on course readings and relevant class discussions and field experiences. Reflections should discuss students’ experiences, observations, and intellectual and professional growth in relation to teaching and learning English. Reflective journals will be submitted weekly over the course of the module. Standards addressed by this assignment: IPTS: 1, 4, 8 & 10; CF: 1, 4 and 5.

Sequence Summative Assessment: 10% of 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 (two semesters, 36 weeks) for a high school social studies courses in the area of designation (history, civics, or psychology) 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. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

Module Participation: 10% of 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 deliver a minimum of two (2) mini-lessons 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.

Required Texts:

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Silver, H.F., Strong, R.W. & Perini, M.J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

Students will be required to purchase one book (of their choosing) that will serve as a language arts instruction resource to further cultivate their professional library. Other required readings will be posted to the course Sakai site.

Course Websites

Sakai – sakai.luc.edu

LiveText –

www.livetext.com

School site website to be announced.



Preparing people to lead extraordinary lives

**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 2016

Instructor Information

Name: Dr. Yvonne El Ashmawi
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Email:
yelashmawi@luc.edu
Office hours: By
appointment

Module Information

Dates: November 7 – December 9, 2016
Days: Monday, Wednesday, & Friday Times: 8am-12noon, Time to be determined
On-Campus Location: Corboy Law Center, Room 204
School-Site Location: To Be Announced

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, 1L, 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)

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

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- 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:

The final grade is based upon the completion of course requirements, as weighted above

and following this scale:

Grade	Percent	Points
A	93%	93-100
A-	90%	90-92
B+	87%	87-89
B	83%	83-86
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C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66
F	62% and Below	0-62

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 **prior permission** to hand them in late is given. There will be a deduction in points for late assignments.

Module Assignments;

Web Based Project: 10% of grade

- You will be designing a high school web-based project. The project should explore some aspect of your assigned novel. The project design should allow your students to use technology to deepen their understanding of particular places, concepts, events, or issues related to the novel. Students will need to use lower-order thinking skills – knowledge, comprehension and application, but must also engage in high-order thinking – analysis, synthesis, or evaluation. Standards addressed by this assignment: NCSS 1.1, 1.3, 1.4, 1.5, 1.8 & 1.9; ILCAS: SS 1; IPTS: 1, 4 & 8; ITS: 2, 3, 7 & 8; CF: 5.

Classroom Practice Reflective Journals: 20% of grade

- Students will write weekly reflections of 250 to 500 words. Journal entries should focus on course readings and relevant class discussions and field experiences. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning English. Reflective journals will be submitted weekly over the course of the module. Standards addressed by this assignment: IPTS: 1, 4, 8 & 10; CF: 1, 4 and 5.

Interdisciplinary Curriculum Unit: 30% of grade

- Teacher candidates develop a unit with interdisciplinary connections, including the arts, in an IB setting. Candidates may choose to expand their unit from TLSC 451. Candidates will be required to address the criteria used to plan IB interdisciplinary curriculum unit for an MYP (6-8 or 9-10) setting. . Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

Sequence Summative Assessment: 30% of 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 (two semesters, 36 weeks) for a high school social studies courses in the area of designation (history, civics, or psychology) 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. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

Module Participation: 10% of grade

- Candidates are expected to consistently and actively participate in all class activities in discussions. 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, as well as completing a reader response.

Required Texts;

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Silver, H.F., Strong, R.W. & Perini, M.J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Wiggins, G. & McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

Students will be required to purchase one additional text (of their choosing) to continue to cultivate their professional library. Other required readings will be posted to the course Sakai site.

Course Websites

Sakai – sakai.luc.edu

LiveText –

www.livetext.com

Senn High School – www.SennHS.org

LOYOLA UNIVERSITY CHICAGO SCHOOL OF EDUCATION FRAMEWORKS AND POLICIES

Conceptual Framework:

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

SOE Conceptual Framework Standards (CFS)

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.

- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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.

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](#).

Syllabus Addendum Link

Please visit the link below for information on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

- www.luc.edu/education/syllabus-addendum/