



**LOYOLA  
UNIVERSITY  
CHICAGO**

*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 2017

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**Instructor Information**

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**Module Information**

Dates: November 6 – December 8, 2016  
Days: Monday, Wednesday, & Friday Times: 8am-11:15am  
On-Campus Location: Lakeshore Campus, Cuneo Hall Room 111  
School-Site Location: Amundsen High School, 5110 N Damen Ave, Chicago, IL 60625

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**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

## 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)

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**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
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**Conceptual Framework:**

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.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this

continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes. (Learn more about Transformative Education)

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be of those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

### **Conceptual Framework Standards:**

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

In this sequence, conceptual framework standard (CFS) four will be assessed as part of the sequence summative assignment.

**Dispositions Assessment:**

All courses in the SOE assess student dispositions: *Professionalism, Inquiry, and Social Justice*. You can find the rubrics related to these dispositions in the TLSC 451 LiveText Assignment. 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. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum

- 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, exceptionalism, 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:

<b>Grade</b>	<b>Percent</b>	<b>Points</b>
<b>A</b>	93%	93-100
<b>A-</b>	90%	90-92
<b>B+</b>	87%	87-89
<b>B</b>	83%	83-86
<b>B-</b>	80%	80-82
<b>C+</b>	77%	77-79
<b>C</b>	73%	73-76
<b>C-</b>	70%	70-72

<b>D+</b>	67%	67-69
<b>D</b>	63%	63-66
<b>F</b>	62% and Below	0-62

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

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**Module Assignments;**

***Multimodal Assignment: 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: NCTE; ILCAS; IPTS: 1, 4 & 8; ITS: 2, 3, 7 & 8; CF: 2, 4.

***Classroom Practice Reflective Journals and Learning Activities: 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. Students should also be cultivating a bank of their own teaching ideas sourced from our texts, each other, cooperating teachers, and pedagogically sound online sources. In preparation for the EdTPA, students will also develop a running list of learning and English education theorists that inform their pedagogy. 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.

***Instructional Development Project (Instructional Unit): 40% 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: NCTE; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS:; ITS:3.

***Sequence Six Summative Assessment: 25% of grade (CFS 4)***

- 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 Language Arts course 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: NCTE; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS:; ITS: 3.

***Module Participation: 10% of grade***

- Candidates are expected to consistently and actively participate in all class activities and discussions. Students will also offer mini presentations and teaching demonstrations, as well as work collaboratively and independently in class on various course assignments. 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.

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**Required Texts;**

- Burke, J. (2013). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession* (4th ed.). Portsmouth, NH: Heinemann.
- Christensen, L. (2009). *Teaching for joy and justice: re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools Publication.
- Crovitz, D., & Devereaux, M. D. (2017). *Grammar to get things done: a practical guide for teachers anchored in real-world usage*. New York: Routledge, Taylor & Francis Group.
- Novak, K. (2016). *UDL Now!: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms* (2nd ed.). Wakefield, MA: CAST Publishing.

- Penniman, B. M. (2009). *Building the English classroom: foundations, support, success*. Urbana, IL: National Council of Teachers of English.
- Wiggins, G. & McTighe, J. (2004). *Understanding by design professional development workbook*: Alexandria, VA: Association for Supervision and Curriculum Development.

**In addition to the books listed above, students will be required to purchase a novel that will serve as the text of the units they will write and 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.**

Students will require access to the course page in Sakei – sakai.luc.edu All students 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. For additional information about LiveText, please visit LiveText.[www.livetext.com](http://www.livetext.com)

## Loyola University Chicago School of Education Syllabus Addendum

### **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, Inquiry, and Social Justice**. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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**

- [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*.