



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **TLSC 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

Academic Year: Fall Semester 2017

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### **Instructor Information**

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Office hours: Before and after class or by appointment

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### **Module Information**

- Dates: November 13 – December 8, 2017
  - Days: Monday, Wednesday, Friday
  - Time: 8 am – 12pm
  - On Campus Location: Cudahy Science 314
  - School Site: Nicholas Senn High School, 5900 N Glenwood Ave, Chicago, IL 60660
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### **Module Description**

Teacher candidates observe teaching and learning in 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 develop an interdisciplinary curriculum unit with a service component, preparing candidates to teach in schools that offer an International Baccalaureate program. The unit needs to include interdisciplinary connections (including the arts) and includes an assessment plan that can be used to analyze data from the instructional unit to identify areas for continued growth.

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## Module Goals

### Essential Questions:

- What does it mean to be a responsible citizen in the world?
- What is international-mindedness?
- 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

### Conceptual Framework and Conceptual Framework Standards

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. The following Conceptual Framework Standards (CFS) are assessed in this course:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.

This course module focuses on current bodies of knowledge in the field of Science Education. Candidates must demonstrate understanding of the Framework for K-12 Science Education and the Next Generation Science Standards, as well as current literature. They will also critically evaluate curriculum and instructional practices in a variety of classroom and community settings, with a focus on equity.

### 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. The following rubric is used to assess dispositional growth in the areas listed:

	Target (0 pt)	Acceptable (0 pt)	Unacceptable (0 pt)
Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (1.000, 100%) IL-	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	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	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

LUC-DISP.1	or attempt to resolve the issue independently. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.	initiate changes to improve performance. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.	use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students.
Demonstrating that teaching is a complex practice with inherently political and ethical implications IL-LUC-DISP.2	Candidates contribute to and support school-wide efforts to change ineffective or unjust practices	Candidates question inequities in classroom practices and adopt practices that creates opportunities for all students and use the ethical guidelines of conduct matching	Candidates only communicate that teaching requires them to take both ethical and political stances in their practice, but fail to take action
Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation IL-LUC-DISP.2	Candidates make efforts to contribute to and support school-wide efforts to change ineffective or unjust practices	Candidates question inequities in classroom practices and adopt practices that creates opportunities for all students	Candidates only communicate that teachers must advocate for and act upon convictions to promote social justice
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). IL-LUC-DISP.3	Candidates contribute to and support school-wide efforts to promote diversity and advocate for populations who are underserved and/or overrepresented	Candidates engage in practices that emphasize the strengths of diverse populations	Candidates only communicate that teachers need to value student diversity or only focus on student deficits
Valuing and promoting curiosity, creativity, and life-long learning in students IL-LUC-DISP.3	Candidates subscribe to the philosophy that creativity and curiosity facilitates learning and assume responsibility for facilitating instructional activities that foster students' creativity and curiosity	Candidates consider creativity and curiosity to be important learning outcomes and employ instructional opportunities that guide students in developing a curiosity in learning and endorse students' creativity	Candidates recognize that creativity and curiosity play a role in learning, but fail to develop instructional opportunities that allow for curiosity and creativity
Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations IL-LUC-DISP.1	Candidates aid in developing an effort to enhance the education profession	Candidates join in opportunities that contribute to the education profession (i.e. engage in school change efforts, community programs, participate in professional organizations)	Candidates communicate in writing or orally the importance of teachers' perspectives in the profession of education, but fail to engage in opportunities to contribute to the profession

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## Attendance

- 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 cooperating classroom teachers(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 teachers(s) ahead of time by phone message or e-mail if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward.

- Assignments are due on the dates listed on the course calendar unless permission to hand them in late is granted. Be sure to follow the policies of your specific professor of each module as it related to policies on assignments. Technology glitches are not an excuse for late work, so please plan ahead.
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### **Participation**

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 respectfully and incorporate and build from others' ideas. Participation will make up 10% of your final grade for each module and be determined using the rubric in LiveText.

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### **Required Readings/Texts**

- Settlage, J., Southerland, S. A., Smetana, L.K., & Lottero-Purdue, P. (2017). *Teaching science to every child: Using culture as a starting point, 3<sup>rd</sup> Edition*. Taylor & Francis. (Digital Copy available via Loyola Library)
  - Other required readings and resources will be posted on the Sakai site for the course.
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### **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](#)

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### **Module Assignments: (These are subject to change.)**

#### **Interdisciplinary Curriculum Unit: 30% of final grade**

Teacher candidates develop a unit with interdisciplinary connections, including the arts, for a IB setting – a MYP or DB classroom. Candidates will be required to address the criteria used to plan IB curriculum units – interdisciplinary with a service component.

#### **Lesson Plan, Implementation & Reflection – 30% of final grade**

Teacher candidates will be evaluated on two mini-lesson plans and accompanying implementations. Following each mini-lesson implementation, teacher candidates are require to view of video of their implementation and complete a post-lesson analysis.

#### **Closing Thoughts/ Reflective Journals - 20% of Final Grade**

Candidates will complete closing thoughts at the end of each class session. Candidates will also complete weekly reflective journals based on their experiences in the classroom. Journal entries should be 500 words or more in length. Journal entries should make specific reference to site observations as well as meaningful connections to course readings and discussions.

**Module Participation – 10% Final Grade**

Candidates are expected to consistently and actively participate in all class activities and discussions. Since much of this module takes place in schools, 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 *and taken notes on* all assigned texts and articles.

**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 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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## REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

- Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one inch margins, word-processed in Times New Roman, 12 point font, and saved electronically.
- Unless otherwise noted, all assignments should be submitted via LiveText.
- Uploaded files must be named using the following format: **LastName\_AssignmentName**
- When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list, since these are course readings.
- Other references should be cited where applicable, following American Psychological Association style guidelines (APA – 6th edition). Please access the APA style manual through Loyola libraries or online at <http://www.apastyle.org>
- Written assignments will be graded for accurate mechanics and English grammar usage as well as thoughtful, pertinent, and clear content. Please take advantage of the Loyola Writing Center for assistance. <http://www.luc.edu/writing/>

***Assignments must be submitted on time. You will be penalized for any late work. If an emergency situation arises you must e-mail me before the assignment is due. Technology issues, however, are not an excuse for late work.***

### **Grading Policy and Scale**

The final grade is based upon the completion of course requirements, as weighted below and following this scale:

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

**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***.