



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**TLSC 455, Section 004: Secondary Content Methods: Curriculum,  
Instruction and Assessment in Secondary Content Areas -- Mathematics**

**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 2021

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## **Instructor Information**

Name: Timothy Stoelinga, Ph.D.

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Office: 401 Cudahy Science Hall

Office hours: Mondays and Wednesdays: 4-5pm (Please let me know in advance if you plan to attend office hours so that we can arrange to meet by Zoom <https://luc.zoom.us/j/85131579107> or in person, depending on my schedule.)

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## **Course Section Information**

- Dates: August 30 – December 8, 2021 (finals week December 13-17)
- Mix of in-person, synchronous online, and asynchronous online
- Mondays 5:30-8:00pm in person, **107 Cuneo Hall**
- Wednesdays 5:30-8:00pm online via: <https://luc.zoom.us/j/85131579107>

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## **School of Education Commitment - COVID-19**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the [COVID -19 Related Information Tab](#) at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

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## COVID-19 Required Personal Safety Practices

We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

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## COVID-19 Reporting Protocol

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.

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## TLSC 455 Course Description

Teacher candidates further develop their understanding and application of designing instruction in area of specialization. Teacher candidates utilize Understanding by Design (UbD) as a framework for planning instruction. Candidates focus on connecting content to students' lives. Teacher candidates 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 develop a content unit and assessment plan.

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## TLSC 455 Learning Outcomes

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 can 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?
- How do we know what we know? What is worth knowing?
- How are academic disciplines related to one another?

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

- Use research and evidence-based practices to design instruction that included 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 the developmentally appropriate instruction to all students.
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- 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.

As a part of this course, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, 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 standard based instructional unit that uses backward design (e.g. UbD) to align objectives and assessments and instructional practices based on high expectations for each students' 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 non-discriminatory, 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)
- 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)
- 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)
- Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (8H, 8I, 8S, 9F, 9N)
- 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)

- Plan instruction to support students’ structured inquiry into global issues to inspire inter- cultural awareness and international mindedness. (2K)
- Involve students in self-reflection and self-assessment in the various areas of student achievement to support identity exploration. (7L)
- 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)
- Engage in different ways of knowing within or across various disciplines. (2J)

### English as a Second Language (ESL) Endorsement

By participating in TLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this course addresses the following standards to build candidates’ expertise for teaching ELs:

#### 3.A Planning for Standards-based ESL and Content Instruction

- demonstrates knowledge of and applies concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELs. <sup>[L]</sup><sub>[SEP]</sub>
- demonstrates understanding of diverse international approaches to teaching language and content. <sup>[L]</sup><sub>[SEP]</sub>

### 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.
- 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.

This course focuses on current bodies of knowledge in the field of Mathematics Education. Candidates must demonstrate understanding of *Common Core State Standards for Mathematics (CCSS-M)*, as well as current literature. They will also critically evaluate curriculum and instructional practices in a variety of diverse classroom and community settings, with a focus on equity.

### Dispositions Assessment

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

	Target	Acceptable	Unacceptable
Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (1.000, 100%) IL-LUC-DISP.1	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.	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, and students.	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.
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

## Attendance

- Candidates are expected to attend every synchronous session for the scheduled duration.
- Inform your professor ahead of time by 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 submit them in late is granted in advance. Technology glitches are not an excuse for late work, so please plan ahead.

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## Participation Rubric

Students may participate either via video or audio in online, synchronous class sessions. Sessions are not recorded unless otherwise noted in advance.

	Target	Acceptable	Unacceptable
<b>Professional Attitude and Demeanor</b>	Attends all synchronous sessions. Prompt and ready to begin at the scheduled time. Does not disrupt ongoing discussion when signing on.	Attends all synchronous sessions. Arrives within 10 minutes of scheduled time, does not disrupt ongoing discussion.	Does not attend all synchronous sessions or arrives late to multiple sessions and/or does not stay for the scheduled time and/or disrupts session upon arrival.
<b>Synchronous Discussion Contributions</b>	Always a willing participant. Contributes regularly and significantly to synchronous discussions by initiating and responding to instructor and peers, offering ideas and asking questions. Stays focused and on task throughout the session. Stays on topic and demonstrates appropriate turn-taking.	Sometimes a willing participant. Contributes to synchronous discussion when directly addressed. Stays focused and on task most of the session. Stays on topic and demonstrates appropriate turn-taking.	Rarely a willing participant. Makes limited contributions in discussions or is often off-task or contributes inappropriately to synchronous discussions by going off topic, monopolizing discussions.
<b>Asynchronous Contributions</b>	Completes all asynchronous assignments on time. Responses go beyond simply answering prompts to demonstrate depth of knowledge and reasoning.	Completes all asynchronous assignments on time	Does not complete all asynchronous assignments or does not do so in a timely fashion.
<b>Preparation</b>	Prepares for session by completing pre-session tasks and readings in order to fully participate in synchronous discussions, such as with questions or contributions to make to discussions.	Participates in discussion, demonstrates partial preparation for session.	Lack of preparation results in inability to add to the discussion.
<b>Integration of Readings into Classroom Participation</b>	Often cites from readings, uses readings and class notes to support points during discussions or posts	Occasionally cites from readings, uses readings and class notes to support points during discussions or posts	Rarely cites from readings, uses readings and class notes to support points during discussions or posts.

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## Accreditation Standards Assessment

All students, except those who are non-degree, must have access to Digication to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Access and more information about Digication will be provided during the course of the semester.

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## Required Texts

- Boaler, J. (2015). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching*. John Wiley & Sons, San Francisco, CA.
  - Online version available through LUC library
  - Available through online sellers: <https://www.amazon.com/Mathematical-Mindsets-Unleashing-Potential-Innovative/dp/0470894520>
- Horn, I. S. (2012). *Strength in Numbers: Collaborative Learning in Secondary Mathematics*. National Council of Teachers of Mathematics, Reston, VA. <sup>[L]</sup><sub>[SEP]</sub>
  - Available through online sellers: <https://www.amazon.com/Strength-Numbers-Collaborative-Secondary-Mathematics/dp/0873536630>
- Smith, M. S. & Stein, M.K. (2011). *5 Practices for Orchestrating Productive Mathematics Discussions*. National Council of Teachers of Mathematics, Reston, VA. <sup>[L]</sup><sub>[SEP]</sub>
  - Print version available through LUC library (1 only)
  - Available through online sellers: <https://www.amazon.com/Practices-Orchestrating-Productive-Mathematics-Discussions/dp/0873536770>
- Please bookmark and download a free copy of *Common Core State Standards – Mathematics Standards* (CCSS-M) here: <http://www.corestandards.org/Math/>
- Other readings provided on Sakai

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## TLSC 455 Course Assignments:

More information will be posted on the Course Calendar in Sakai. These are subject to change.

- Content Specific, Standards-Aligned Curriculum Unit – 20% of Final Grade
- Weekly Sakai Lesson Assignments – 35% of Final Grade
- Course Participation – 15% Final Grade
- Lesson Plan & Rationale – 20% of final grade
- Micro-teaching & Reflection – 10% of Final Grade

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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 Sakai or 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 and accompanied with a full reference list, following American Psychological Association style guidelines (APA). 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 your professor before the assignment is due. Technology issues, however, are not an excuse for late work.***

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## 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

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## Student Support

### *Special Circumstances--Receiving Assistance*

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

### *Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral

on your behalf.

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***.



## Loyola University Chicago • School of Education Syllabus Addendum

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

### **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 and Digication**

All students, *except those who are non-degree*, may 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](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

### **Syllabus Addendum Link**

<https://www.luc.edu/education/academics/syllabi/>

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.***

### **Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

### **Recording of Online Class Sessions**

In this course, software will NOT be used to record live class discussions unless otherwise stated by the professor in advance. Students may participate either via video or audio only in online, synchronous class sessions.

***Privacy Statement:*** *Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which*

*they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with the informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.*