



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 450-002: 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

Spring Semester 2017

Instructor: Gina Braun

Email: gnirenb@luc.edu

Office hours: After class or by appointment

Module Information

Dates: 3/20 -3/31 (2weeks)

Days: Monday, Wednesday, & Friday

Times: 8:15 – 11:15

On-Campus Location: Mundelein 515

School-Site Location: Newton Bateman Elementary School

Address: 4220 N. Richmond St., Chicago, IL 60618

Phone: (773) 534-5055

Website: <http://www.batemanschool.org/>

Module Description

Teacher candidates further develop their understanding and application of designing instruction in an area of specialization. Teacher candidates observe how teachers include reading, writing, listening, speaking, and viewing in their instruction of social skills and how they differentiate instruction using suggested strategies in the Universal Design for Learning (UDL) Guidelines Checklist. Candidates focus on connecting content to students' lives and speak with students to ascertain how they make meaning out of content in connection with their lives. Teacher candidates co-plan with cooperating teacher educators to develop a five-lesson social skills unit and pre-, formative, and post-assessments to assist in better understanding student learning and the strengths and weaknesses of the instructional strategies chosen. Candidates create a detailed assessment plan as part of their unit, which includes pre- and formative assessments to monitor student progress toward the unit goals, as well as a post-assessment that they could use to gauge the teaching and learning of the specific content. Finally, teacher candidates use the "teaching for understanding" observation protocol to analyze a classroom that utilizes *Understanding by Design (UbD)*, and they interview a cooperating teacher educator about his/her use of UbD as a framework for teaching.

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.
- Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

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)
- Identify methods for teaching self-determination related social and emotional standards based skills (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals) across the curriculum and at different developmental stages. (3B, 4D, 5F)

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 (see rubric in Live Text)

Each course/module in the School of Education focuses on one or more professional dispositions. Teacher candidates are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, inquiry, and social justice. The specific dispositions for this module and the descriptions for the expected behaviors for each disposition are below.

- 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

Grading Scale

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

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

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 permission to hand them in late is given. Unauthorized late work will be assessed penalties according to the following scale: 1 day = 5% deduction; 2-3 days = 10% deduction; 4-7 days = 15% deduction; assignments more than one week late will not be accepted.

Format for Assignments

- Unless otherwise noted, all assignments must be typed. *Please double-space your work and use 12 point Times New Roman font.* Please attend closely and carefully to spelling and grammar. If referencing course or other textual materials, please follow American Psychological Association style guidelines (APA – 6th edition). You can access the APA style manual through Loyola University Chicago's libraries or online at <http://www.apastyle.org>. Also note that I expect you to attend to the feedback I give you on assignments. If I give you a particular piece of feedback and you choose not to attend to it on subsequent assignments, your point total will be impacted.

Module Assignments

- ***Module Participation: 10% of final 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. Half of the participation points will be attributed to online blogs around discussion questions based on the readings. These must be submitted on time as is specified in the syllabus. A rubric will be provided re: expectations for submissions.

The following rubric will be used to assess candidate participation:

Professional Attitude and Demeanor Part I

2-Always prompt and regularly attend sessions.

1-Rarely late and regularly attend sessions (No more than 1 absence).

0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

2-Always prepared for sessions with assignments and required materials.

1-Rarely unprepared for sessions with assignments and required materials.

0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.

1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.

0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

2-Often cites from readings; uses readings to support points.

1-Occasionally cites from readings; sometimes uses readings to support points.

0-Rarely cites from readings; rarely uses readings to support points.

Listening Skills

2-Listens when others talk, both in groups and in sessions. Incorporates or builds off of the ideas of others.

1-Listens when others talk, both in groups and in sessions

0-Rarely listens when others talk, both in groups and in sessions.

- ***Content-Specific, Standards-Aligned Curriculum Unit: 30% of final grade***

You, with the support of your cooperating teacher educator, will develop a standards-based unit using the Understanding by Design (UbD) framework, with evidence of the application of the principles of Universal Design for Learning (UDL). This UbD unit will utilize the SEL standards and include, at minimum, five social skills lesson plans focused on the Blaze Ways. The lesson plans will address literacy skills (reading, writing, listening, speaking, and/or viewing), as well as provide evidence of the effective use of technology to enhance teaching and learning.

- ***Assessment Plan: 25% of final grade***

As part of the curriculum unit described above, you are required to create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit's learning goals and should

utilize multiple assessment modes and approaches that are aligned with the unit's learning goals/enduring understandings. You will use and reflect on the use of the core principles of UDL to differentiate instruction and assessment based on formative assessment data. You will also develop measures to assess student learning before, during, and after instruction. Finally, you will reflect on instructional changes you might need to make and identify up to two research-based studies that could be used to inform instruction in your future teaching.

- ***Inclusion Observation Project: 25% of final grade***

At your school site, you will spend time in a secondary setting that uses inclusive supports. For this Inclusion Observation Project, you are required to observe in an inclusive classroom, interview a staff member and a student regarding their perspectives on inclusion, and compare these observations/responses to what you already know about inclusion.

- **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 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.

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Inclusion Observation Project

At your school site, you will spend time in a setting that uses inclusive supports. For this Inclusion Observation Project, you are required to observe in an inclusive classroom, interview a staff member and a student regarding their perspectives on inclusion, and compare these observations/responses to what you already know about inclusion. The overall product (i.e., your written report) should be about *4-5 pages in length* and **integrate** the project components (i.e., observation, interviews, theory) as you demonstrate an understanding of your students in relation to instructional decision making, design of classroom environment and structures, and establishing support classroom climates. In addition, you will demonstrate your understanding of collaborative processes to support inclusion and reflect on your personal philosophy of inclusive education.

Gather thorough information from the following project components:

Classroom observations:

- Classroom population
- Roles of the instructional staff you observed
- Instructional arrangements
- Classroom management systems
- Collaborative processes among teachers/staff/administration/parents

Interviews:

Choose one adult staff member and one student in the classroom to interview. Please *include a copy of the interview questions* you used. The sample interview questions in the *Creating Inclusive Classrooms* reading may be helpful to modify or use directly. You will utilize both interviewees' perspectives of inclusion related to their experiences in an inclusion classroom throughout the project.

NOTE: When writing about observations or interviews, do not use the actual names of students, teachers, or any other school personnel. Assign pseudonyms or letters, such as "Student A" or "Jane Doe".

Theory:

You will tie together what you have learned and discuss your understanding of inclusion in theory versus practice. You are expected to reference:

- Educational theory and research

- Laws and policies
- Professional standards of practice

Please use the project rubric below to review your project and ensure you have included all necessary information. You may choose to begin your project with an introduction to your classroom (e.g., population, management systems, etc), *however*, please note that the first two components of the rubric will be assessed based upon your representation of that knowledge throughout your project.

Grading Information

- Due via Live Text by midnight on April 9th
- Scored out of 40 points and worth 25% of final grade
 - Endorsement only candidates, successful completion of the assignment will be represented in your participation/professionalism points.

Rubric version aligned with CEC 2012 Standards 2 and 3

	<u>Exceeds Standard (5 pt)</u>	<u>Meets Standard (4 pt)</u>	<u>Partially Meets Standard (3/2 pt)</u>	<u>Does Not Meet Standard (1/0 pt)</u>
Gathering adequate information to understand the learning environment CEC-INI-2012.2	Thorough and specific description of classroom environment, teacher roles and interactions, and student characteristics using information from interviews with at least one teacher, at least one student, and informal observations.	Clear description of classroom environment, teacher roles and interactions, and student characteristics using information from interviews with one teacher, one student, and informal observations.	General description of classroom environment, teacher roles and interactions, and/or student characteristics using information from some, but not all of the required sources (i.e., interviews with one teacher, one student, and informal observations).	Missing or generic description of classroom environment, and/or teacher roles and interactions, and/or student characteristics using insufficient information from required sources (i.e., interviews with one teacher, one student, and informal observations).
Analyzing practices utilizing educational theory and research, laws and policies, and professional standards of practice.	Deep comprehensive understanding of theories, research, laws, policies, and professional practice standards	Clear understanding of theories, research, laws, policies, and professional practice standards is integrated into	General understanding of theories, research, laws, policies, and professional practice	Missing or incomplete description of theories, research, laws, policies, and professional

<p>CEC-INI-2012.3; IL-LUC-CF.1</p>	<p>is integrated into analyses of inclusive practices. Candidate provides explicit examples comparing and contrasting observed practices with current body of professional knowledge.</p>	<p>analyses of inclusive practices. Candidate provides general examples comparing and contrasting observed practices with current body of professional knowledge.</p>	<p>standards is included but not integrated into analyses of inclusive practices. Candidate provides examples of observed practices but lacks explicit connection to current body of professional knowledge.</p>	<p>practice standards. Candidate provides inaccurate or overly general examples of observed practices and/or fails to connect to current body of professional knowledge.</p>
<p>Demonstrating use of knowledge of students in instructional decision making CEC-INI-2012.3</p>	<p>In depth reflection on the importance of how language, culture, varying academic and behavioral abilities impact student learning needs, and should therefore inform educational decisions. Candidate provides explicit examples of the connection between the learner specific variables, instructional practices, and student outcomes.</p>	<p>Detailed description of classroom and student characteristics to inform understanding of students varying abilities and behaviors and one's instructional practice is present; but only general reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.</p>	<p>General description of classroom and student characteristics to inform understanding of students varying abilities and behaviors and one's instructional practice is present; and only minimal reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.</p>	<p>Missing or incomplete description of classroom and student characteristics to inform understanding of students varying abilities and behaviors and one's instructional practice are present; and/or provides insufficient reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.</p>

<p>Demonstrating use of knowledge of students in design of classroom environment and structure CEC-INI-2012.2</p>	<p>In depth reflection on the importance of how language, culture, varying academic and behavioral abilities impact student learning needs, and should therefore inform educational decisions. Candidate provides explicit examples of the connection between the learner specific variables, environmental factors, and student outcomes.</p>	<p>Detailed description of classroom structure and student characteristics to inform understanding of students varying abilities and behaviors and one's design of the classroom environment is present; but only general reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.</p>	<p>General description of classroom structure and student characteristics to inform understanding of students varying abilities and behaviors and one's design of the classroom environment is present; and only minimal reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.</p>	<p>Missing or incomplete description of classroom structure and student characteristics to inform understanding of students varying abilities and behaviors and one's design of the classroom environment is present; and/or provides insufficient reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.</p>
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<p>Demonstrating use of knowledge of students in establishing supportive classroom climate CEC-INI-2012.2</p>	<p>In depth reflection on the importance of how interactions between diverse learners and their peers and teachers, impact student outcomes. Candidate provides explicit examples of the connection between student-student relationships, student-teacher relationships, teacher response to interactions, and the development of a safe, inclusive, responsive classroom climate that promotes self-determination.</p>	<p>Meaningful reflection on the importance of how interactions between diverse learners and their peers and teachers, impact student outcomes. Candidate provides general examples of the connection between student-student relationships, student-teacher relationships, teacher response to interactions, and the development of a safe, inclusive, responsive classroom climate that promotes self-determination.</p>	<p>Minimal reflection on the importance of how interactions between diverse learners and their peers and teachers, impact student outcomes. Candidate provides few or incomplete examples of the connection between student-student relationships, student-teacher relationships, teacher response to interactions, and the development of a safe, inclusive, responsive classroom climate that promotes self-determination.</p>	<p>Missing or incomplete reflection on the importance of how interactions between diverse learners and their peers and teachers, impact student outcomes and/or candidate is missing examples of the connection between student-student relationships, student-teacher relationships, teacher response to interactions, and the development of a safe, inclusive, responsive classroom climate that promotes self-determination.</p>
<p>Knowledge of collaborative processes to support inclusion CEC-INI-2012.3</p>	<p>In depth analysis of established cooperative relationships among teachers and the implementation of effective collaborative teaching practices in order to support meaningful inclusion of diverse learners. Candidate provides</p>	<p>General analysis of established cooperative relationships among teachers and the implementation of effective collaborative teaching practices in order to support meaningful inclusion of diverse learners. Candidate</p>	<p>Limited analysis of established cooperative relationships among teachers and the implementation of effective collaborative teaching practices in order to support meaningful inclusion of diverse learners.</p>	<p>Missing or incomplete analysis of established cooperative relationships among teachers and the implementation of effective collaborative teaching practices in order to support meaningful</p>

	explicit examples of the roles, responsibilities, and relationships of the teachers, and how these impacted student outcomes.	provides examples of the roles, responsibilities, and relationships of the teachers, but provides generic connections as to how these impacted student outcomes.	Candidate provides limited connections between the roles, responsibilities, and relationships of the teachers, and how these impacted student outcomes.	inclusion of diverse learners. Candidate provides limited connections between the roles, responsibilities, and relationships of the teachers, and how these impacted student outcomes.
Reflection and personal philosophy of inclusive education IL-LUC-CF.1	In depth description of personal philosophy of inclusive education, incorporating explicit examples of how the analyses completed in this project confirmed and/or challenged previous conceptions. Includes insightful comments on the implications of effective inclusion for the future of the field of education.	Clear, detailed description of personal philosophy of inclusive education, incorporating some examples of how the analyses completed in this project confirmed and/or challenged previous conceptions. Includes preliminary insight on the implications of effective inclusion for diverse learners.	General description of personal philosophy of inclusive education, including limited examples of how the analyses completed in this project confirmed and/or challenged previous conceptions.	Inconsistent, vague or missing description of personal philosophy of inclusive education, few generic examples of how the analyses completed in this project confirmed and/or challenged previous conceptions.
	<u>Exceeds Standard (5 pt)</u>	<u>Meets Standard (4 pt)</u>	<u>Partially Meets Standard (3/2 pt)</u>	<u>Does Not Meet Standard (1/0 pt)</u>

<p>SOE Conceptual Framework Standard 1</p> <p>Candidates critically evaluate current bodies of knowledge in their field</p>	<p>Provides critical description that compares and contrasts inclusion as a theory and best practice with what is seen on site. Included citations to research and/or text.</p>	<p>Provides description that compares and contrasts inclusion as a theory and best practice with what is seen on site. Included citations to research and/or text.</p>	<p>Provides description that compares and contrasts inclusion as a theory and best practice with what is seen on site. Does not citations to research and/or text.</p>	<p>Does not provide description that compares and does not contrast inclusion as a theory and best practice with what is seen on site. Does not included citations to research and/or text.</p>
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Module Readings/Required Texts

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. & McTighe, J. (2004). *Understanding by design professional development workbook*: Alexandria, VA: Association for Supervision and Curriculum Development.
- Salend, S.J. (2016). *Creating inclusive classrooms: Effective, differentiated, and reflective practices*. 8th Ed. Boston, M.A.: Pearson.

NOTE: There will be additional readings posted on Sakai. These readings are required.

School of Education Policies and Information

Please find additional information at www.luc.edu/education/syllabus-addendum/

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. Our conceptual framework is described here: www.luc.edu/education/mission/

Technology

Candidates will be responsible for regularly accessing their Sakai accounts at <http://sakai.luc.edu>. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates **MUST** use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments. Find more information at <http://www.luc.edu/education/admission/tuition/course-management-fee/>. Teacher candidates will be expected to integrate technology into unit and lesson plans to enhance student learning and meet the needs of diverse learners.

Diversity

By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

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/

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***.

Tentative Module Schedule*

*This schedule is subject to change based on school & classroom schedules, and will be revised by the instructor as needed.

Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due
Week 1				
Monday, 3/20/17 Location: Bateman TBD	Introduction to the module UbD Overview: 3 Stages of Backward Design	Meet cooperating teacher educators Become acclimated to school site	Read on Sakai <i>UbD in a Nutshell</i> Read on Sakai Wiggins, <i>Understanding by Design</i> Ch 1 (Backward Design)	
Wednesday, 3/22/17 Location: Bateman TBD	Stage 1: Desired Results, Enduring Understandings & Essential Questions	Discuss SEL Standards with co-teacher educator Engage with the class -- Circulate to monitor on-task behaviors and help answer questions -- Work one-to-one with students needing additional support **Gina Out, attend Bateman and complete activities listed to the right	Read on Sakai Wiggins, <i>Understanding by Design</i> , Ch 2 & 3 Reference in <i>UbD Workbook</i> , p. 119-125 (Knowledge & Skills) Read Salend (2016) Ch. 5	· Identify appropriate and potential SEL standards for your unit and upload to Sakai for feedback -Respond to: The Forum Post, on Sakai, by 8pm on 3/22/17; reflecting on classroom experiences thus far; and respond to at least one of your classmates' post - Plan to start discussions with co-op teacher about unit ideas
Friday, 3/24/17 Location: Bateman TBD	Introduction to UDL & Connections to Inclusive Environments	Engage with the class -- Circulate to monitor on-task behaviors and help answer questions -- Work one-to-one with students needing additional support	Hall et. al., (2012), <i>UDL in the Classroom, Chapter 1 & Chapter 2</i> On Sakai: <i>Read Providing New Access to the General Education Curriculum</i>	
Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due
Week 2				

Monday, 3/27/17 Location: Bateman TBD	Stage 1: Essential Questions (breaking down knowledge and skill)	Discuss with teacher bell ringer activity for Wednesday **Gina out one day this week, attend Bateman and complete activities listed to the right	READ on Sakai <i>Understanding by Design</i> 5 READ in <i>UbD Workbook</i> , p. 136, 142, 155, 157 & 158, 161,	Identify appropriate and potential Essential Questions for your unit and upload to Sakai for feedback
Wednesday, 3/29/17 Location: Bateman TBD	Stage 2: Objectives Assessment Plan Connections	Teach bell ringer/review activities to the whole class Teacher interview for inclusion project and/or discuss ideas for UbD Stage 2	READ <i>Understanding by Design</i> , Ch 7 READ <i>Creating Inclusive Classrooms</i> , Ch 1 (posted in Sakai) Reference in <i>UbD Workbook</i> , p. 136-210	Identify appropriate and potential Objectives for your unit and upload to Sakai for feedback Respond to The Forum Post on Sakai by 8pm on 3/29/17; reflecting on bell ringer/review activities completed with whole class; respond to at least one of your classmates' posts
Friday, 3/31/17 Location: Bateman TBD	Stage 2: Formative Assessment & Flexible Means of Expression (alignment of questions, objectives, assessment)	Engage with the class Teacher interview for inclusion project and/or discuss ideas for UbD Stage 2	READ on Sakai Tools for Formative Assessment document READ on Sakai : UDL Guidelines Checklist Visit and Read: National Center for Universal Design For Learning: Multiple Means for Expression http://www.udlcenter.org/aboutudl/udlguidelines/principle2	From Tools reading -choose 5 examples & 5 non-examples based upon your objectives (bring to class)
Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due
Week 3				
Monday, 4/3/17 Location: Bateman TBD	Stage 3: Social Skills Strategies & Flexible Means of Representation	Engage with the class -- Teach small group instructional lessons Student interview for inclusion project and/or discuss ideas for UbD Stage 3	READ on Sakai <i>Understanding by Design</i> , Ch 9 Reference UbD Ch 8	· Draft of Stages 1 and 2 due in Sakai by 5 pm on Sunday for feedback

			READ on Sakai Teaching Social Skills articles (choose at least 2)	
Wednesday, 4/5/17 Location: Bateman TBD	Stage 3: Social Skills Strategies & Flexible Means of Engagement	-- Teach small group instructional lessons Student interview for inclusion project and/or discuss ideas for UbD Stage 3	READ <i>UDL in the Classroom</i> , Chapter 9 READ on Sakai Teaching Social Skills articles (choose at least 2)	
Friday, 4/7/17 Location: Bateman TBD		-- Teach small group instructional lessons Student interview for inclusion project and/or discuss ideas for UbD Stage 3		

TLSC 450 MODULE DUE DATES IN LIVE TEXT
FINAL VERSION OF UBD CURRICULUM UNIT DUE APRIL 9th BY 8:00PM IN LIVETEXT
ASSESSMENT PLAN DUE APRIL 9th BY 8:00PM IN LIVETEXT
INCLUSION OBSERVATION PROJECT DUE APRIL 9th BY 8:00PM IN LIVETEXT

Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due
Week 4				
4/10/17 Location: Mundelein 515	Stage 1	CPS Spring Break	SEL & CCSS	
4/12/17 Location: Mundelein 515	Stage 2	CPS Spring Break	Review: ABCD model; 60 formatives; GRASPS SEL articles (you choose) & CASEL website	Bring Draft of Stage 1 and 2
4/14/17 Location: Mundelein 515	Stage 3	CPS Spring Break	Salend (2016) Ch. 8 AND one of the following ... Ch 10 (reading, writing, spelling) OR Ch 11 (math, science, & social studies)	Bring Draft of Stage 3
Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due

Week 5				
Monday 4/17/17 Location Bateman TBD		Review unit with co-teacher; begin teaching lessons	Salend (2016) Ch. 9 Workshopping units	Bring draft of one UDL'd lesson plan
Wednesday 4/19/17 Location: Bateman TBD		Review unit with co-teacher; begin teaching lessons	Lesson plan debrief	
Friday 4/21/17 Location Bateman TBD		Review unit with co-teacher; begin teaching lessons	Lesson plan debrief	
Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due
Week 6				
Monday 4/24/17 Location Bateman TBD		Continue teaching lessons; gather formative & summative data for analysis and reflection on unit	Lesson plan debrief	
Wednesday 4/26/17 Location Bateman TBD		Continue teaching lessons; gather formative & summative data for analysis and reflection on unit	Analyzing data from assessments	
Friday 4/28/17 Location Bateman TBD		Continue teaching lessons; gather formative & summative data for analysis and reflection on unit	Promoting inclusion by address SEL in MTSS framework	
TLSC 451 MODULE DUE DATES IN LIVETEXT UbD INTERDISCIPLINARY UNIT PART 1 April 18th @ 10:00PM UbD INTERDISCIPLINARY UNIT PART 2 April 27th @ 5PM UDL LESSON & REFLECTION TBD SEQUENCE SUMMATIVE ASSESSMENT TBD @ NOON				

