LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 450: Teaching and Learning in Foreign Language
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 Information

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Module Information Dates:

March 20-March 31, 2017
Days: Monday, Wednesday, & Friday Times:
8:15am – 11:15am
On-Campus location: Dumbach Hall, Rm 238
School--- Site Location: Wildwood Elementary, 6950 N. Hiawatha, Chicago, IL, 60646

Module Description

Teacher candidates further develop their understanding and application of designing instruction in an area of specialization. Teacher candidates observe classrooms that utilize UbD and interview a cooperating teacher educator about his/her use of UbD as a framework for teaching. Candidates focus on connecting content to students' lives and interview two to three students to ascertain how they make meaning out of content in connection with their lives.

Teacher candidates then observe how teachers include reading, writing, listening, speaking, and viewing in their instruction of content and how they differentiate instruction using suggested strategies in the UDL Guidelines Checklist. Teacher candidates co--- plan with cooperating teacher educators to develop a three-- lesson content area unit and pre--- , formative, and post--- assessments to assist in better understanding student learning and the strengths and weaknesses of the instructional strategies chosen, making adjustments to instruction based on pre--- and formative assessments, teacher candidates implement the three--- lesson content area unit with the cooperating teacher educator. Candidates administer the post--- assessment and analyze the data to understand the teaching and learning of the specific content. Finally, teacher candidates administer a short survey to get student feedback on the series of lessons, including what worked well, what could have been improved, and what suggestions they have for future

lessons, and they identify research articles to assist them in strengthening their areas for growth.

Module Goals

Essential Questions:

- ☐ How does backward design facilitate deep learning of content and skills?
- ☐ How do students most effectively acquire skills within a specific content area?
- ☐ How can the use of data facilitate students' acquisition of content and skills?
- ☐ How do students utilize technology to support and deepen their learning in a particular content area?
- ☐ How do students use their literacy skills to acquire knowledge and skills within a content area?
- ☐ How do students become actively engaged in learning and self‐‐ assessment?

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

- ☐ use research and evidence‐‐ based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- ☐ use data to drive instruction and assess teaching and learning effectiveness.
- ☐ apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- ☐ explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:

- ☐ Incorporate research and evidence‐‐ based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- ☐ Use standards‐‐ based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (3Q; 3I) (IB)
- ☐ Design a standards‐‐ based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- ☐ Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- ☐ Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- ☐ Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- ☐ 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)

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

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.

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.*

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.

- ☐ 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 represent an understanding that student behavior is shaped by complex environmental factors. (4D)
- ☐ Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- ☐ Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (4D)

Grading Policy & Scale:

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

93% - 100% A
90% - 92% A-
87% - 89% B+
83% - 86% B
80% - 82% B-
77% - 79% C+
73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
60% - 62% D-
Below 60% 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. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments:

Content-Specific, Standards-Aligned Curriculum Unit: 30% of final grade
- o Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. The unit must include a three-week learning plan that outlines the schedule of topics and learning activities.

Lesson plans in Curriculum Unit: 10% each (total 30%)
- o This UbD unit will include, at minimum, three content-specific lesson plans. The lesson plans must include instruction in reading, writing, listening, speaking, and/or viewing within a content area. Candidates should provide evidence of the application of the principles of Universal Design for Learning.

Assessment Plan: 20% of final grade

- o As part of the Curriculum Unit required for TLSC 340, described above, candidates are required to create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit's learning goal(s). Candidates should utilize multiple assessment modes and approaches that are aligned with the unit's learning goals/enduring understandings. Candidates will use and reflect on the use of the core principles of Universal Design for Learning (UDL) to differentiate instruction and assessment based on formative assessment data. Candidates will develop measures to assess student learning before, during, and after instruction.

Module Participation, Classwork, and Homework: 10% of final grade

- o Candidates are expected to consistently and actively participate in all class activities and discussions. As part of the candidate's participation grade, it is expected that candidates will deliver a minimum of two (2) mini-lessons with the support of their cooperating teacher. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles.

Sequence Summative Assessment: 10% of final grade for TLSC 350; 10% of final grade for TLSC 340

- o 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.

Required Texts:

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications.* NY: Guilford Press

- Silver, H.F., Strong, R.W. & Perini, M.J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson.* Alexandria, VA: Association for Supervision and Curriculum Development.

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

Other required readings will be posted to the course Sakai site.

School of Education Policies and Information

CLASS PARTICIPATION RUBRIC AND GUIDE			
	TARGET	**ACCEPTABLE**	**NOT ACCEPTABLE**
Peer Interaction	Actively supports, engages, and listens to peers (ongoing)	Makes sincere effort to interact with peers (ongoing)	Limited or no interaction with peers.
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared	Preparation is inconsistent or rarely prepared
Participation	Plays an active role in discussions	Participates constructively in discussions	Comments vague, if given; frequently demonstrates lack of interest
Contribution to Class	Comments advance level and depth of dialogue	Relevant comments are based on assigned materials	Demonstrates a noticeable lack of interest on occasion
Group Dynamics	Group dynamic and level of discussion are often better because of candidate's presence	Group dynamic and level of discussion are occasionally better, but not worse, because of candidate's presence	Group dynamic and level of discussion are often disrupted by candidate's presence

Course Schedule

Date	Topic	Readings	Assignments
Class 1 Mon Mar 20	Wildwood Overview Introduction to UbD		
Class 2 Wed Mar 22	UbD Overview-Stage 1	Wiggins and McTigh (W&T) p. 60-133	
Class 3 Fri Mar 24	UBD- Stage 2 Assessment	W& T p. 136-210	UbD Stage 1 draft
Class 4 Mon Mar 27	UbD Stage 2 cont'd; Rotation/Instructional Strategies	Silver 1-17; 240-252	
Class 5 Wed Mar 29	UbD- Stage 3; UDL	Hall Ch. 1-3	UbD Stage 2 draft
Class 6 Fri Mar 31	UbD-Stage 3 cont'd; UDL	Hall Ch. 4, 8, 9 Silver 22-33	UbD Stage 3 draft; Lesson plan #1 draft