



**LOYOLA
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Preparing people to lead extraordinary lives

TLLSC 450: 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 Information

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Office hours: By Appointment

Module Information

Dates: March 20, 2017 - April 7, 2017

Days: Mondays

Times: 4:15pm – 6:45pm

Location: Lewis Towers, School of COMM - Room 013

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. Candidates focus on connecting content to students' 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 develop a five-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, considering adjustments to instruction based on pre- and formative assessments. Candidates consider post-assessment and analyze simulated data to understand the teaching and learning of the specific content.

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)
- Monitor 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)
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IDEA Objectives:

- Gaining factual knowledge (methods)
- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field

At the end of the module, you will be prompted to complete the module evaluation. Please go to <http://luc.edu/idea/> and click on the **Student IDEA Log In**. Your feedback is important to the continual development and improvement of the module. Please complete the course evaluation by the posted deadline.

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 in the areas of professionalism, inquiry and social justice. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (D17)
- participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (D5)
- valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (D7)
- implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors (D11)
- demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students (D12)

	Exceeds expectations (0 pt)	Meets Expectations (0 pt)	Partially meets expectations (0 pt)	Does not meet expectations (0 pt)
Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (D17) IL-LUC-DISP-2016.1 IL-LUC-DISP-TLSC.LUC-DISP-D7-D	Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities; 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; 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; 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; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.	Candidates occasionally report to class or field sites late, or fail to make up absences, occasionally are unprofessionally dressed or unprepared for class activities; occasionally 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.	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; 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.
Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (D5) IL-LUC-DISP-2016.3 IL-LUC-DISP-TLSC.LUC-DISP-D5-D	Candidates seek opportunities to participate in professional development during field experiences or through involvement in professional groups and organizations.	Candidates read and critique professional literature and make connections between the literature and field experiences.	Candidates read professional literature and communicate their understandings of the literature in writing or by actively participating in discussions.	Candidates read professional literature and occasionally communicate their understandings of the literature in writing or by actively participating in discussions.
Valuing and utilizing	Candidates draw	Candidates draw	Candidates recognize	Candidates

<p>the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (D7) IL-LUC-DISP-2016.2 IL-LUC-DISP-TLSC.LUC-DISP-D7-D</p>	<p>upon the identified strengths of students, families and communities and use them in the classroom environment and encourage their incorporation at a school-wide level.</p>	<p>upon the identified strengths of students, families and communities and use them in the classroom environment.</p>	<p>the importance of valuing the unique identities of students, families and communities but fail to utilize identified strengths.</p>	<p>communicate through writing or orally an awareness that unique identities of students and families can play a role learning.</p>
<p>Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors (D11) IL-LUC-DISP-2016.1 IL-LUC-DISP-TLSC.LUC-DISP-D11-D</p>	<p>Candidates adopt a functional perspective to understanding student behavior and participate in promoting a positive school-wide environment.</p>	<p>Candidates adopt a functional perspective to understanding student behavior and participate in promoting a positive classroom environment.</p>	<p>Candidates identify the range of factors that influence student behavior and can explain the interaction between factors that shape student behavior.</p>	<p>Candidates identify through writing or orally the range of factors that can influence student behavior.</p>
<p>Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students (D12) IL-LUC-DISP-2016.2 IL-LUC-DISP-TLSC.LUC-DISP-D12-D</p>	<p>Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and make suggestions on how to enhance the learning environment for all students.</p>	<p>Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and involve students in setting expectations.</p>	<p>Candidates recognize and communicate through writing or orally that that one's expectations impact students learning and development, but take limited actions on that knowledge.</p>	<p>Candidates make statements in writing or orally that indicate an awareness that one's expectations impact student motivation and outcomes.</p>

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.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Send assignments that are due.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Please see the rubric for course participation on Sakai.

Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.

Hand held electronic/communication devices and laptop computers must be used discriminately and professionally *per our discussion in class*.

Module Assignments

- **Module Participation: 20% of final grade**
 - Candidates are expected to consistently and actively participate in all class activities and discussions. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles. As part of the candidate's participation grade, candidates are expected to submit two (2) rough drafts as outlined in the course calendar. Timely submissions of complete rough drafts is a part of the participation grade. Candidates will be asked to complete a self-evaluation for participation at the conclusion of the module as input for the participation score, with the instructor making the final decision. Participation rubric will be distributed the first class session.
- **Content-Specific, Standards-Aligned Curriculum Unit: 50% of final grade**
 - Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. This UbD unit will include, at minimum, five content-specific, literacy-focused lesson plans. The lesson plans must include instruction in reading, writing, listening, speaking, and/or viewing within a content area. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Candidates should provide evidence of the application of the principles of Universal Design for Learning.
- **Assessment Plan: 20% of final grade**
 - As part of the Curriculum Unit required for TLSC 450, 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. Candidates will reflect on instructional changes they might make and identify up to three research-based studies that could be used to inform instruction in future teaching.
- **Sequence Summative Assessment: 10% of final grade for TLSC 450; 10% of final grade for TLSC 451**
 - 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 trans-disciplinary 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.

Module Readings

- 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.
- LiveText

School of Education Policies and Information

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.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

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.

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***.