



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

**TLLSC 451: Teaching and Learning with a Global Framework
Sequence 6: Integrating Content, Cultures and Communities**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Spring Semester 2017

Instructor Information

Name: Gina Braun

Email: gnirenb@luc.edu

Office hours: After Class or By Appointment

Module Information

Dates: April 3-April 28

Days: Mon, Wed, & Fridays

Times: 8:15am – 11:15am

On-Campus Location: Mundelein 515

School-Site Location: Bateman Elementary School

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

Phone: (773) 534-5055

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

Module Description

Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit, preparing candidates to teach in schools that offer an International Baccalaureate program. Teacher candidates observe teaching and learning in PYP, MYP, or DP IB classrooms understanding how family and community engagement and the integration of service to families and communities connects with IB curricula in their area of certification. Teacher candidates then co-plan and co-teach a three-week unit with an IB cooperating teacher educator. The unit needs to be transdisciplinary or disciplinary with interdisciplinary connections (including the arts) and is assessed through a structured inquiry project. Teacher candidates use pre- and formative assessments to differentiate instruction and assessment to meet the learning and language needs of students. In conjunction with the cooperating teacher educator, candidates administer a post-assessment and analyze data from the instructional unit to identify areas for growth. Teacher candidates use this analysis of their unit, samples of student work, and further research to develop a presentation to peers, cooperating teacher educators, other school professional personnel, and university faculty.

Module Goals

Essential Questions:

- What does it mean to be a responsible citizen in the world?
- What is social justice?
- What is international-mindedness?
- How does serving our local community have an impact on the international community?
- How do we know what we know? What is worth knowing?
- How are academic disciplines related to one another?

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

- Reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups.
- Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.
- Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement.

As a part of this module, candidates will:

- Utilize social participation structures, narrative, and questioning techniques consistent with those of their students. (3K)
- Provide opportunities to engage in rigorous inquiry-based authentic intellectual work. (3H, 5I) (IB)
- Promote critical thinking and problem solving within the context of their discipline and across disciplines. (3H, 5I) (IB)
- Apply strategies that address gaps in students' skills required for knowledge attainment while also recognizing and accounting for students' prior knowledge. (1H, 1I, 1L, 3I, 3J, 3K, 3M, 3P, 5I)
- Empower students by providing opportunities to challenge the status quo and inequalities.
- Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (8H, 8I, 9L) (IB)
- Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (8H, 8I, 8S, 9F, 9N) (IB)
- Actively listen to better understand the needs of others. (8R)

- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (8H, 9Q)
- Adopt strategies to stay informed of current IB innovations and connect with other schools and educators in the broader IB network. (IB)
- Plan instruction to support students' structured inquiry into global issues to inspire inter-cultural awareness and international mindedness. (2K) (IB)
- Design authentic assessments and rubrics to measure the multiple facets of student achievement, including social, cultural, inter-cultural and linguistic. (IB)
- Involve students in self-reflection and self-assessment in the various areas of student achievement to support identity exploration. (7L) (IB)
- Collaborate to build and sustain a classroom and school environment that incorporates and values cultural, inter-cultural, linguistic and global diversity and issues. (1K, 7M, 8J) (IB)
- Engage in different ways of knowing within or across various disciplines. (2J) (IB)
- Incorporate the fine and performing arts into transdisciplinary/interdisciplinary units of instruction. (IB)
- 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:

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 that teaching is a complex practice with inherently political and ethical implications (9F)
- engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- 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). (1A, 9F, 9R) (IB)
- valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

- demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above 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

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: 20% 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.

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.

- **Interdisciplinary Curriculum Unit: 40% of final grade**
 - Part 1: Teacher candidates will develop a social skills based interdisciplinary unit in an inclusive setting. Candidates will plan using the UbD framework, incorporating core principles of UDL and integrating technology. Candidates are expected to co-teach the unit to students (25% of grade).
 - Part 2: After teaching the interdisciplinary unit, teacher candidates will analyze data from unit (series of formatives or summative assessment). Based upon the analysis, candidates will reflect on unit implementation and provide considerations for future teaching practice. (15% of grade)

- **UDL Lesson Implementation and Reflection: 30% of final grade**

- Teacher candidates will create and teach a lesson plan that has at least three built in accommodations using the core principles of Universal Design for Learning (UDL). Specific assignment details and lesson plan template, along with the corresponding rubric will be available on Sakai.
 - **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.
-

Module Readings

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

Salend, S.J. (2016). *Creating inclusive classrooms: Effective, differentiated, and reflective practices*. 8th Ed. Boston, M.A.: Pearson.

Supplemental readings are assigned each week. You can find the readings either posted on Sakai or accessed through the University Library system (<http://hn9yf5lh6v.search.serialssolutions.com>). **These readings are not optional.**

Candidates should also reference assigned texts from TLSC 450 for completion of interdisciplinary unit.

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 *Professionalism in Service of Social Justice*, 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.

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.

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

****Begins at Week 3****

*Readings and resources to be added at Instructor's discretion

Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due
Week 1				
<p style="text-align: center;">Monday, 3/20/17</p> <p>Location: Bateman TBD</p>	<p style="text-align: center;">Introduction to the module</p> <p style="text-align: center;">UbD Overview: 3 Stages of Backward Design</p>	<p style="text-align: center;">Meet cooperating teacher educators</p> <p style="text-align: center;">Become acclimated to school site</p>	<p>Read on Sakai <i>UbD in a Nutshell</i></p> <p>Read on Sakai Wiggins, <i>Understanding by Design</i> Ch 1 (Backward Design)</p>	
<p style="text-align: center;">Wednesday, 3/22/17</p> <p>Location: Bateman TBD</p>	<p style="text-align: center;">Stage 1: Desired Results, Enduring Understandings & Essential Questions</p>	<p>Discuss SEL Standards with co-teacher educator</p> <p style="text-align: center;">Engage with the class</p> <p style="text-align: center;">-- Circulate to monitor on-task behaviors and help answer questions</p> <p style="text-align: center;">-- Work one-to-one with students needing additional support</p>	<p>Read on Sakai Wiggins, <i>Understanding by Design</i>, Ch 2 & 3</p> <p>Reference in <i>UbD Workbook</i>, p. 119-125 (Knowledge & Skills)</p> <p>Read Salend (2016) Ch. 5</p>	<ul style="list-style-type: none"> · 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

		**Gina Out, attend Bateman and complete activities listed to the right		
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 5</i> 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

<p>Wednesday, 3/29/17</p> <p>Location: Bateman TBD</p>	<p>Stage 2: Objectives Assessment Plan Connections</p>	<p>Teach bell ringer/review activities to the whole class</p> <p>Teacher interview for inclusion project and/or discuss ideas for UbD Stage 2</p>	<p>READ <i>Understanding by Design</i>, Ch 7</p> <p>READ <i>Creating Inclusive Classrooms</i>, Ch 1 (posted in Sakai)</p> <p>Reference in <i>UbD Workbook</i>, p. 136-210</p>	<p>Identify appropriate and potential Objectives for your unit and upload to Sakai for feedback</p> <p>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</p>
<p>Friday, 3/31/17</p> <p>Location: Bateman TBD</p>	<p>Stage 2: Formative Assessment & Flexible Means of Expression (alignment of questions, objectives, assessment)</p>	<p>Engage with the class</p> <p>Teacher interview for inclusion project and/or discuss ideas for UbD Stage 2</p>	<p>READ on Sakai Tools for Formative Assessment document</p> <p>READ on Sakai : UDL Guidelines Checklist</p> <p>Visit and Read: National Center for Universal Design For Learning: Multiple Means for Expression http://www.udlcenter.org/aboutudl/udlguidelines/principle2</p>	<p>From Tools reading -choose 5 examples & 5 non-examples based upon your objectives (bring to class)</p>

Date/Location	Focus	Candidate Activities with Cooperating Teacher Educator	Readings	Assignments Due
Week 3				
<p>Monday, 4/3/17</p> <p>Location: Bateman TBD</p>	<p>Stage 3: Social Skills Strategies & Flexible Means of Representation</p>	<p>Engage with the class</p> <p>-- Teach small group instructional lessons</p> <p>Student interview for inclusion project and/or discuss ideas for UbD Stage 3</p>	<p>READ on Sakai <i>Understanding by Design</i>, Ch 9</p> <p>Reference UbD Ch 8</p> <p>READ on Sakai Teaching Social Skills articles (choose at least 2)</p>	<p>· Draft of Stages 1 and 2 due in Sakai by 5 pm on Sunday for feedback</p>
<p>Wednesday, 4/5/17</p> <p>Location: Bateman TBD</p>	<p>Stage 3: Social Skills Strategies & Flexible Means of Engagement</p>	<p>-- Teach small group instructional lessons</p> <p>Student interview for inclusion project and/or discuss ideas for UbD Stage 3</p>	<p>READ <i>UDL in the Classroom</i>, Chapter 9</p> <p>READ on Sakai Teaching Social Skills articles (choose at least 2)</p>	
<p>Friday, 4/7/17</p> <p>Location: Bateman TBD</p>		<p>-- Teach small group instructional lessons</p> <p>Student interview for inclusion project and/or discuss ideas for UbD Stage 3</p>		

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	
--	--	--	---------------------	--

<p>Wednesday</p> <p>4/26/17</p> <p>Location Bateman TBD</p>		<p>Continue teaching lessons; gather formative & summative data for analysis and reflection on unit</p>	<p>Analyzing data from assessments</p>	
<p>Friday</p> <p>4/28/17</p> <p>Location Bateman TBD</p>		<p>Continue teaching lessons; gather formative & summative data for analysis and reflection on unit</p>	<p>Promoting inclusion by address SEL in MTSS framework</p>	

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