



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 2015

Instructor Information

Name: Dr. Ambareen Nasir

Email: anasir1@luc.edu

Office: 11th floor, Lewis Towers, WTC

Office hours: Before and after class at Wildwood; By appointment

Module Information

Dates: April 3-April 28

Days: Mondays, Wednesdays, Thursdays

Times: 8:15 am– 11:15am

On-Campus Location: Dumbach Hall, Rm 238

School-Site Location: Wildwood Elementary

Module Description

Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/ interdisciplinary curriculum unit with a service component, 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 poster to present 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)
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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

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.

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)

Grading Policy & Scale:

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

Grade	Percent	Points
A	93%	93-100
A-	90%	90-92
B+	87%	87-89
B	83%	83-86
B-	80%	80-82
C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66
F	62% and Below	0-62

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.
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Module Assignments

- **Module Participation: 15% 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.
- **The Written Curriculum: Transdisciplinary/Interdisciplinary Curriculum Unit: 15%**
 - Teacher candidates develop a transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB curriculum units – transdisciplinary/interdisciplinary with a service component – and then teach the unit with students in a PYP (K-5), MYP (6-8 or 9-10) or DP (11-12) classroom.¹
- **The Taught Curriculum: Transdisciplinary/Interdisciplinary Curriculum Unit: 20%**
 - Teacher candidates develop a transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB curriculum units – transdisciplinary/interdisciplinary with a service component – and then teach the unit with students in a PYP (K-5), MYP (6-8 or 9-10) or DP (11-12) classroom.²
- **The Assessed Curriculum: Transdisciplinary/Interdisciplinary Curriculum Unit: 15%**
 - Teacher candidates develop a transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB curriculum units – transdisciplinary/interdisciplinary with a service component – and then teach the unit with students in a PYP (K-5), MYP (6-8 or 9-10) or DP (11-12) classroom.³
- **Transdisciplinary/Interdisciplinary Curriculum Unit Reflection: 15% of final grade**
 - Teacher candidates will submit a reflection on lesson implementation and/or modifications for future unit planning. Rubrics for each lesson will be available on Sakai.
- **Digital Presentation: 10% of final grade**
 - Teacher candidates use their analysis of their unit, samples of student work and further research to develop a digital presentation (ie. PowerPoint, Prezi, etc.) to present to peers, co-teacher educators, other school professional personnel and university faculty. The digital presentation will focus on lessons learned from teaching with a global framework. Candidates should include a self-assessment of the unit using the LUC SOE conceptual framework and IB criteria.

¹ The only exceptions to this will be candidates in the areas of Early Childhood Special Education and Special Education. These candidates will participate in module 6.2, but will not be seeking IB certification at this time. This will result in them completing the module in non-IB schools and they may or may not use IB related materials.

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- **Sequence Summative Assessment: 10% of final grade for TLSC 350; 10% of final grade for TLSC 340**
 - 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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Module Readings

Candidates in all programs (PYP, MYP and DP) will use the following readings and resources:

- *Learner profile guide*

The following readings and resources are specific to particular programs in IB:

- *Making the PYP happen*
 - *MYP: The Next Chapter*
 - *DP from principles into practice*
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Schedule

Date	Topic	Readings	Assignments
Mon Apr 3	Introduction to IB: Differentiating between UbD and IB	W&T p. 212-248	Bring UbD assignments to class: <i>Assessment plan draft;</i> <i>Lesson plan observation</i>
Wed Apr 5	The learner profile: Unpacking international mindfulness	What is an IB curriculum p. 1-7	
Fri Apr 7	The written curriculum: Examining transdisciplinary themes and central ideas; The written curriculum: Unpacking key concepts and inquiry strategies	Making the PYP Happen p. 1-25	
Mon Apr 10 *Lake Shore Class location* (CPS break)	The assessed curriculum: Creating formative and summative assessments	Common core standards Making The PYP Happen: p. 44-55	Part 1 - What is our purpose?: Transdisciplinary themes and key concepts. Part 2- What do we want to learn: Key concepts and inquiries
Wed Apr 12	The taught curriculum: Planning for content instruction	Making the PYP Happen: p. 28-43	Part 1- What is our purpose?: Summative Part 3- How might we know what we have learned?
<i>Loyola Easter Holiday Break (Apr 13-17)</i>			
Wed Apr 19	The taught curriculum: Planning for language instruction	Making the PYP Happen: p. 68-80	Part 4a: How best might we learn?

			Part 5: What resources need to be gathered?
Fri Apr 21	Synthesis of an IB Unit: Reflecting on purpose	TBA	Part 4b: How best might we learn?
Mon Apr 24	Synthesis of an IB Unit: Reflecting on PYP elements and inquiries.	TBA	Part 6: To what extent did we achieve our purpose? Part 8: What student-initiated inquiries arose from the learning?
Wed Apr 26	Developing year-long IB learning plans	TBA	Part 7: To what extent did we include elements of the PYP?

