



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: Monica Swope

Email: mswope@luc.edu

Office hours: By Appointment

Module Information

Dates: April 10 – April 28

Days: Mondays

Times: 4:15 – 6:45pm

On-Campus Location: Lewis Towers, School of COMM - Room 013

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)

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)
- Demonstrating that teaching is a complex practice with inherently political and ethical implications (D1)
- Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation (D2)
- 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). (D3)
- Valuing and promoting curiosity, creativity, and life-long learning in students (D15)
- Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations (D16)

TLSC 451 Disposition Rubric

	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-D17-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.
Demonstrating that teaching is a complex practice with inherently political and ethical implications (D1) IL-LUC-DISP-2016.2 IL-LUC-DISP-TLSC.LUC-DISP-D1-D	Candidates contribute to and support school-wide efforts to address political challenges by using the ethical guidelines promoted by professional organizations in Education.	Candidates respond to the complexities of teaching by taking political and ethical stances promoted by professional organizations in Education.	Candidates communicate that the profession of teaching requires them to take both ethical and political stances in their practice, and describes actions of practice to fulfill this stance.	Candidates only communicate that teaching requires them to take both ethical and political stances in their practice, but fail to take action.
Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation (D2) IL-LUC-DISP-2016.2 IL-LUC-DISP-TLSC.LUC-DISP-D2-D	Candidates make efforts to contribute to and support school-wide efforts to change ineffective policies or unjust practices.	Candidates question inequities in classroom practices and policies, and adopt ethical practices that create opportunities for all students.	Candidates communicate an understanding of the advocacy and ethical action of teachers to promote social justice, and identify practices that create opportunities for all students.	Candidates only communicate that teachers must advocate for social justice, but fail to act upon convictions to promote social justice.
Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised,	Candidates contribute to and support school-wide efforts to promote diversity and advocate for populations who are underserved and/or	Candidates engage in practices that emphasize the strengths of diverse populations.	Candidates communicate that teachers need to value student diversity and recognize that particular populations	Candidates only communicate that teachers need to value student diversity or only focus on student deficits.

underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptional ability, sexual orientation, gender, gender identity). (D3) IL-LUC-DISP-2016.2 IL-LUC-DISP-TLSC.LUC-DISP-D3-D	overrepresented.		have been underserved and/or overrepresented.	
Valuing and promoting curiosity, creativity, and life-long learning in students (D15) IL-LUC-DISP-2016.1 IL-LUC-DISP-TLSC.LUC-DISP-D15-D	Candidates subscribe to the philosophy that creativity and curiosity facilitates learning and assume responsibility for facilitating instructional activities that foster students' creativity and curiosity.	Candidates consider creativity and curiosity to be important learning outcomes and employ instructional opportunities that guide students in developing a curiosity in learning and endorse students' creativity.	Candidates recognize that creativity and curiosity play a role in learning, and develop minimal instructional opportunities that allow for curiosity and creativity.	Candidates recognize that creativity and curiosity play a role in learning, but fail to develop instructional opportunities that allow for curiosity and creativity.
Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations (D16) IL-LUC-DISP-2016.3 IL-LUC-DISP-TLSC.LUC-DISP-D16-D	Candidates aid in developing an effort to enhance the education profession.	Candidates join in opportunities that contribute to the education profession (i.e. engage in school change efforts, community programs, participate in professional organizations).	Candidates communicate in the importance of teachers' perspectives in the profession of education, but make limited attempts to engage in opportunities to contribute to the profession.	Candidates communicate in writing or orally the importance of teachers' perspectives in the profession of education, but fail to engage in opportunities to contribute to the profession.

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.
 - 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

- **Module Participation: 20% of final grade**
 - Candidates are expected to consistently and actively participate in all class activities in 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. Additionally, candidates will participate in one (1) coaching session focused on the development of their summative assessment. 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.
- **Transdisciplinary/Interdisciplinary Curriculum Unit: 40% of final grade**
 - 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) or MYP (6-8 or 9-10) classroom.¹
- **Lesson Implementation and Reflection: 20% of final grade**
 - Teacher candidates will be observed for two lessons (10% each) taught during the curriculum unit. Candidates should submit a detailed lesson plan for each of

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.

these two lessons. After the lesson, candidates will submit a reflection on lesson implementation. 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. The digital presentation will focus on the development of their transdisciplinary unit, a self-reflection on the areas of strength and weakness in teaching practice as related to PYP practices, and conceptualizations of social justice and collaboration as a result of experiences in school and class.

- **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 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

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

- *Learner profile guide*
- *LiveText*

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

- *Making the PYP happen*
- *MYP: The Next Chapter*

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/>

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***.