

CIEP 414
Instructional Methods for Diverse Populations
Loyola University Chicago
Spring 2019

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Course Overview

This course contributes to the realization of the School of Education's conceptual framework, "Social Action through Education," by assisting students in acquiring the skills they will need as teachers and school counselors in diverse contexts. Students will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, with a focus on children labeled English language learners (ELLs). Specifically, the course aims to have students grapple with the complexity of working in their distinct disciplines in diverse settings. Students will engage in planning curriculum, practicing instructional strategies, examining standards, developing assessment tools, observing classroom instruction while analyzing student learning styles and classroom management.

This course attempts to create a learning environment reflective of the conceptual framework's emphasis on knowledge, skills, and ethics. The course stresses common inquiry and as a result students will find themselves in small and large groups discussing readings, analyzing documents, investigating problems or answering questions. Course assignments are designed for individuals and groups to explore critical questions about teaching content-rich curriculum in diverse contexts. This combination of group and individual investigation is designed to foster an interdependent learning community.

Social Action through Education

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, counselors, 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.

School of Education Conceptual Framework Standards

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Diversity

This course supports the School of Education's conceptual framework in preparing teachers and counselors in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching in a diverse society.

Dispositions

All courses in the SOE assess student dispositions. You can find detailed rubrics for each disposition at www.livetext.com. Candidates commit to the following dispositions:

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

IDEA Course Evaluation Objectives

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. The following objectives are considered essential for this course:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Technology

Students will use technology to access information from *Sakai* in order to complete assignments. All students must have access to *LiveText*. Students will also use technology resources to develop curriculum and learning experiences. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Expectations

The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA.

No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically **prior** to the start of class.

Distractions such as cell phones and laptops should be turned off. Laptop computers may only be used at the discretion of the 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**.

Illinois School Counselor Content-Area Standards

Standard 1B: Understands the concepts, principles, and strategies that enable students to achieve and be academically successful.

Standard 1E: Implements strategies and activities that enhance academic development.

Standard 4A: Understands basic knowledge of classroom management.

Standard 4B: Understands the concept of multiple intelligences in order to adapt, adjust, and diversify instructional methodologies.

Standard 4J: Presents lessons, programs, etc, using varied strategies to meet student needs and diversity.

American School Counselor Association School Counselor Competencies

Standard III-A-3. Presentation skills for programs such as teacher

Standard IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons

Standard IVA-5. Classroom management

IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income

IV-B-1c. Demonstrates classroom management and instructional skills

IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals

IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities

IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

Required Texts

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: ASCD.

Silver, H., Strong, R., & Perini, M. (2007). *The strategic teacher*. Alexandria, VA: ASCD.

Additional required readings will be used and handed out in class or posted on Sakai.

Assignments

Lesson Plan # 1 & #2, (10 points each)

To provide evidence of the students' understanding of the elements and development of a lesson plan, students will be required to create a lesson plan(s) in their content area that is aligned to state and national standards. Format for the lesson plan and a rubric will be discussed in class and will be available on *Sakai*. Lesson plans will be submitted on *LiveText*.

Curriculum Development Exercises (15 points each)

Students will complete two curriculum development exercises, Stage 1 and Stage 2 *Understanding by Design* templates, in the first half of the semester. Each exercise is worth ten points. The first CDE is a draft of "Stage 1" of the unit plan, "Desired Results". The second CDE is a draft of "Stage 2" of the unit plan, "Assessment Evidence".

Curriculum Unit (35 points)

Students will design a unit for a specific grade level in their content area. School counselor candidates will be required to create a one-week unit. All non-school counselor students will work with the instructor to determine the appropriate length of the unit given the student's current context/discipline. All units, regardless of current graduate program status, will include the following components: topic and grade level of the unit; goals/Illinois Learning Standards/Common Core Standards; understandings; essential questions; a unit performance task; other assessment evidence; and a schedule of topics and learning activities. A more detailed explanation of the assignment will be given in class along with an accompanying rubric.

Micro-Teaching Presentation, Reflection, and Lesson Plans

(30 points for micro teaching and lesson plan – 15 points for micro teaching reflection)

Students will deliver a mini-lesson to their peers in CIEP 414. Topics of the mini-lesson will be in the field of school counseling or current discipline/context. Students will be required to turn in a lesson plan for their mini-lesson. The lesson should be student-centered and utilize a specific teaching tool/strategy from Tools for Promoting Active, In-Depth Learning. Students will be videotaped during their microteaching and will be required to watch the video outside of class and offer a reflection of their work. Further details and a micro-teaching rubric will be given in class and will be available on *Sakai*.

Classroom Environment Interview (30 points)

Students will interview a K-12 teacher about their understanding and experiences of classroom environment and conduct in his/her classroom. In essence, students should try to understand what the term “classroom management or classroom environment” means to the individual and from where he/she thinks his/her meaning(s) arises. In addition, students should select one classroom environment issue that interests them (e.g., what is misbehavior, structure and limits on student behavior, bias in reprimanding students) and interview each person about that issue. In no more than six pages, students should analyze interview data in narrative form. Further details will be discussed in class and posted to *Sakai*.

Class Participation (20 points)

Each class member should plan to **participate actively** in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded. Students missing two or more classes of CIEP 414 will be ineligible for an “A” in the course.

Class Grading Scale

	Percent	Points
A	93%	167-180
A-	90%	162-166
B+	87%	156-161
B	83%	149-155
B-	80%	144-148
C+	77%	138-143
C	73%	131-137
C-	70%	126-130
D+	67%	120-125
D	63%	113-119
D-	60%	108-112
F	59% and Below	111 and Below

Date	Topic	Reading Due	Assignment Due	Other Details
Thursday, January 17	Introductions and Course Overview			
Thursday, January 24	Learning Styles/ Differentiated Instruction			
Thursday, January 31	Planning Instruction/ Understanding by Design	Silver 1-17 McTighe 1-57 ISAC Documents on Sakai		Unit Topics/Content Standards Professional Learning Communities
Thursday, February 7	Lesson Plans and Instructional Strategies: <i>Concept Attainment</i> UbD – Stage 1	McTighe 60-133 Silver 96-105		PLC work on Stage 1
Thursday, February 14	Lesson Plans and Instructional Strategies: UbD – Stage 2	McTighe 136-210 Silver 22-33, 132-141	Stage 1 Template via LiveText Lesson Plan 1 via LiveText	Bring 5 extra copies of Stage 1 Template to class for peer review
Thursday, February 21	Lesson Plans and Instructional Strategies: <i>Task Rotation</i> <i>New American Lecture & Metaphorical Expression</i>	Silver 240-252	Lesson Plan 2 via LiveText	PLC work on Stage 2
Thursday, February 28	ISAC Directors		Stage 2 Template Via LiveText	
Thursday, March 7	SPRING BREAK NO CLASS			
Thursday, March 14	Instructional Strategies: Vocab CODE	Silver 82-95		
Thursday, March 21	Instructional Strategies -	Silver 182-193		Micro Teaching 1 and 2

	Jigsaw Tools and Strategies			
Thursday, March 28	English Language Learners/ Culturally Responsive Pedagogy	Readings as Assigned		Micro Teaching 3 and 4
Thursday, April 4	English Language Learners/ Culturally Responsive Pedagogy	Readings as Assigned		Micro Teaching 5 and 6
Thursday, April 11	The Connection Between Classroom Management & Instructional Design	Readings as Assigned		
Thursday, April 18	EASTER BREAK NO CLASS			
Thursday, April 25	The Connection Between Classroom Management & Instructional Design	Readings as Assigned	Instructional Unit (Hard copy in class)	
Thursday, May 2	Final Exams		Classroom Environment Essay (via LiveText)	