



**LOYOLA
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Preparing people to lead extraordinary lives

TLLSC 340: 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 2019

Instructor Information

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Module Information

Dates: 1/15-2/7/2019

Days: Tuesday-Thursday

Times: 8:00 am-12:00 pm

On-Campus Location: Lakeshore Campus—Mundelein Room 603

School-Site Location: Middle Grades: 4910 N Claremont Ave, Chicago, IL 60625

Secondary School: 3601 N Milwaukee Ave, Chicago, IL 60641

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 and interview a cooperating teacher educator about his/her use of UbD as a framework for teaching. Candidates focus on connecting content to students' lives and interview two to three students to ascertain how they make meaning out of content in connection with their 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 co-plan with cooperating teacher educators to 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, making adjustments to instruction based on pre- and formative assessments, teacher candidates implement the five-lesson content area unit with the cooperating teacher educator. Candidates administer the post-assessment and analyze the data to understand the teaching and learning of the specific content. Finally, teacher candidates administer a short survey to get student feedback on the series of lessons, including what worked well, what could have been improved, and what suggestions they have for future lessons, and they identify research articles to assist them in strengthening their areas for growth.

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, and online research. (2F; 2L; 2O; 5N; 5O; 9S; 9T)

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
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Conceptual Framework:

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection,

judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes. (Learn more about Transformative Education)

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be of those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework www.luc.edu/education/mission/. – standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

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

In this sequence, conceptual framework standard (CFS) one will be assessed as part of the sequence summative assignment.

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, fairness and/or the belief that all students can learn. 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.

The dispositions for the Teaching and Learning area of the School of Education are foundationed in the overarching dispositions of inquiry, social justice, and professionalism. In this course, the following dispositions will be assessed:

- Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O)(IB)
- Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N)(IB)
- Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
- Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (4D)

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	0-62

Attendance & Late Assignments:

- 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. Once your cooperating teacher has been assigned, please also notify your cooperating teacher when you will be absent from an observation session.
- 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 **prior permission** to hand them in late is given. There will be a deduction in points for late assignments.
- Due dates for assignments and course readings are subject to change to best serve the learning needs of the class. When this happens, the due date will be after, rather than before, the original due date, and will be listed in the course calendar.

Required Texts:

- Burke, J. (2013). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession* (4th ed.). Portsmouth, NH: Heinemann.
- Christensen, L. (2009). *Teaching for joy and justice: re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools Publication.
- Crovitz, D., & Devereaux, M. D. (2017). *Grammar to get things done: a practical guide for teachers anchored in real-world usage*. New York: Routledge, Taylor & Francis Group.
- Gallagher, K. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*. Stenhouse.
- Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. Alexandria, VA: ASCD.
- Wiggins, G. & McTighe, J. (2004). *Understanding by design professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

In addition to the books listed above, students will be required to purchase a novel that will serve as the text of the units they will write and one book (of their choosing) that will serve as a language arts instruction resource to further cultivate their professional library. Other required readings will be posted to the course Sakai site.

Students will require access to the course page in Sakai – sakai.luc.edu All students 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. For additional information about LiveText, please visit LiveText.www.livetext.com

Module Assignments:

UbD Instructional Unit: 45% of 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. Standards addressed by this assignment: NCTE: I, II, III, IV, VI; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Context for Learning Reflection Essay: 10% of grade

Candidates will write a 3-5 page reflection paper wherein they consider how key features of the school setting, classroom setting, and student characteristics work together to form the context for learning for their classroom. Candidates will begin by reflecting on the data they gather and their observations about the school and use the information to explain how they will use this information to inform their curricular choices, instructional strategies, application of UDL and differentiation strategies, and pedagogy. NCTE: VI

Sequence Summative Assessment: 10% of grade in TLSC 340 AND TLSC 350

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 (two semesters, 36 weeks) for a high school Language Arts course 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. Standards addressed by this assignment: NCTE:; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS:; ITS: 3.

Module Participation: 35% of grade

Candidates are expected to consistently and actively participate in all class activities and discussions. Students will also offer mini presentations and teaching demonstrations, as well as work collaboratively and independently in class on various course assignments. As part of the candidate's participation grade, it is expected that candidates will deliver a minimum of two (2) mini-lessons with the support of their cooperating teacher. **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.

**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***.