



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLLSC 350: 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 2018

Instructor Information

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Module Information

Dates: February 13 – April 6, 2014

Days: Tuesdays & Thursdays

Times: 8:00 – 12:00

On-Campus Location: Crown Center 200 E

School-Site Location: Taft High School: 6536 W Bryn Mawr Ave

Module Readings

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*: Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-4166-1149-3
- NCTM Standards (paper or electronic version) (provided by the professor)
- Breunlin, R. J. et.al. (2006). *Experiencing Mathematics* (Teacher's Edition), 1-57886-499-2 978-1-57886-499-7, Rowman and Littlefield Press. (provided by the professor)
- *Common Core State Standards for Mathematics* (provided by the professor)

IB 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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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 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.

IDEA Objectives:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs:

Professionalism, Inquiry, and Social Justice. The rubrics related to the assessed dispositions are in LiveText. 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.

- 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)

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.
- **Late assignments are penalized 50% . An assignment is considered late if it is not submitted by the end of the class session on the due date (do not work on assignments during class).** Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor's note.

Module Assignments

- ***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), MYP (6-8 or 9-10) or DP (11-12) classroom.¹

- **Technology Lesson Plan Series: 30% of final grade**
 - Students will create a series of five lesson plans using different technologies in five different content areas

- **Module Participation: 20% of final grade**
 - Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectfully and incorporate and build from others' ideas. Participation will make up 20% of your final grade for this course and be determined using the following common rubric.

- **Sequence Summative Assessment: 10% of final 340 grade and 10% of final 350 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

Professional Attitude and Demeanor Part I

- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II

- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class

- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 4-Often cite from readings; use readings to support points.
- 3-Occasionally cite from readings; sometimes use readings to support points.
- 2-Rarely cite from readings; rarely use readings to support points.
- 0-Never cite from readings; do not use readings to support points.

Listening Skills

- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class

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

LiveText will be used for submission of assignments. Information regarding LiveText can be obtained on the LUC SOE webpage <http://www.luc.edu/education/admission/tuition/course-management-fee/>
 Candidate access to LiveText is at www.LiveText.com

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. SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified by our 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 The Conceptual Framework: *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.

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](#). 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.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

Sakai

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

Diversity

By focusing on individual, diverse students in urban classrooms, this seminar 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.

Technology

Candidates will use Microsoft Excel to manipulate, represent and analyze data and use online resources for research.

Loyola University Chicago School of Education Syllabus Addendum

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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**.

Field Observations:

Please refer to the following activity suggestions for what you can do while in the classrooms.

Clinical Activities:	DATE(S) COMPLETED
Teach a mini lesson.	
Take attendance.	
Write and/or read the daily bulletin/vocabulary/objectives.	
List assignments on the board or fill in assignment sheets/gradebook.	
Pass out materials to the students.	
Assist a small group of learners.	
Help student(s) research a topic on the Internet or in the library.	
Work one-on-one with a student needing extra help.	
Arrange a bulletin board.	
Monitor a test.	
Copy materials for the teacher.	
Rove the room to offer assistance during a lesson.	
Grade a set of assignments/quizzes.	
Type a test or student handout.	
Enter grades in grade book.	
Divide students into groups for an activity or game.	
Start the class with a "hook."	
Implement a review strategy to help students prepare for a test.	
Teach the opening lesson of a new unit.	
Create and post a math journal response.	
Create and deliver an exit pass prompt.	
Help absent student catch up.	
Check in homework.	
Other (please specify)	
Other (please specify)	

Tentative Module Schedule

Date	Topics	Reading	Workshops	Assignment
Γ, Feb 5	Introduction to IB education: The MYP mathematics framework	MYP PP: p 1-13	Discuss mathematics in world class education	
Δ, Feb 7	Exploring mathematical identities in the learner profile Planning for MYP inquiry: Selecting appropriate tasks	Bullock	Synthesize theoretical constructs and mathematical learner identities from the appropriateness of task items.	
Class 3 Γ, Feb 12	Facilitating MYP inquiry: Practices for productive mathematics discussions	MYP PP: 14-19, 42-43, 50-61, 73-78, 20-21, 64-65, 108-114 MYP MG: pp. 18-20, 56	Select key/related concepts, global context, statement of inquiry/questions,	
Class 4 Δ, Feb 14	Promoting reasoning and problem solving in global contexts	MYP PP : 62-63, 70-71 MYP MG: 8-11, 18-22, 33-49	List MYP objective, ATL skills, & modify summative. Analyze MYP unit for strategies on reasoning and problem solving opportunities	Part 1a MYP "Inquiry" draft
Class 5 Γ, Feb 19	Fostering mathematical action: Data driven instructional practices	Connecting IB to the Core MYP MG: 24-31 MYP PP: 79-94	Align content objectives to formative assessments. Write pre-planning reflection.	Part 1b MYP "Inquiry" draft
Class 6 Δ, Feb 21	UDL: Access & equity in mathematics programs	Hall ch2 & ch. 6	Explain differentiation, resources, and learning activities.	Part 2a MYP: "Action" draft
Class 7 Γ, Feb 26	Technology in the teaching of mathematics	Bos	Feedback on part 1 and 2. Write lesson plan #1	Part 2b MYP: "Action" draft Plan with

	Integrating technology: Using TI-84 to graph linear functions		using SAMR model.	cooperating teacher your teaching demo.
Class 8 4, Feb 28	Integrating technology: TI-Nspire & rules of exponents	Center for technology in learning	Lesson plan #2 using TI-Nspire.	Technology lesson plan 1 draft
Class 9 7, Mar 12	Ethnomathematics & Using Geometry Sketchpad to solve interior angles of polygons	Snipes & Moses	Lesson plan #3 using sketchpad. Feedback on lesson plan for teaching demo.	Technology lesson plan 2 draft Bring sample teaching demo lesson.
Class 10 4, Mar 14	Integrating technology: Excel, Fathom, & statistical representation and variability	Duller & Linz	Lesson plan #4 using excel/fathom	Implement teaching demo
Class 11 4 Mar 19	Reflection: Considering planning, process, and impact of the inquiry	NCTM Teacher development	Video/discourse analysis on teaching	Technology lesson plan 3 and 4 draft
Class 12 4 Mar 21	Developing a year long plan Work time & Conferencing		Reflecting on your identity as a curriculum designer by comparing UbD and IB.	Part 3 MYP draft MYP unit & lesson plans due: March 25