



LOYOLA UNIVERSITY CHICAGO

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 Semester 2020

Instructor Information

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Office hours: After class or appointment

Module Information

Dates: January 14 – February 6, 2020

Days: Tuesdays & Thursdays

Times: *8:15 – 12:45pm

On-Campus Location: TBA

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

Module Readings

Required:

- 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

Highly recommended

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- 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)
- LiveText will be used for assignment submission

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

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

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.

- 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. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your 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, text 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

- **Module Participation: 15% of final grade**

Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly and not tardy 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 15% of your final grade for this course and be determined using the following common rubric.

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

- ***Content-Specific, Standards-Aligned Curriculum Unit: 25% of final grade***
 - Candidates, with the support of their cooperating teacher, will develop and co-teach a standards-based unit using the Understanding by Design framework. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning.
- ***Lesson plans: 25% of final grade***
 - Part of the 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.
- ***Assessment Plan Analysis and Reflection Essay: 25% of final grade***
 - As part of the Curriculum Unit listed above, candidates will design pre, formative, and post assessments. While implementing the unit, candidates, through a written log, will identify strengths and weaknesses in instruction, utilizing technology to analyze the on-going assessment data. Candidates, as evidenced in their written log, will use and reflect on the use of the core principles of Universal Design for Learning (UDL) to differentiate instruction and assessment based on formative assessment data. Candidates will then reflect, formally, in writing, on the instruction after analysis of the data and identify up to three research-based studies that could be used to inform instruction in future teaching.
- ***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

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

Taft HS Bell Schedule

| | | | |
|----------------------------|----------|----------|--------|
| Building Opens to Students | 6:30 AM | | |
| Breakfast | 7:10 AM | 7:40 AM | 30 min |
| Period 1 | 7:45 AM | 8:35 AM | 50 min |
| Period 2 | 8:39 AM | 9:34 AM | 55 min |
| Period 3 | 9:38 AM | 10:28 AM | 50 min |
| Period 4 | 10:32 AM | 11:22 AM | 50 min |

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.

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

Mandated Reporting

Reach out to your professor and Dr. Cohen if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

Other Concerns

If you have concerns about the program, curriculum, or instruction, please talk to your instructor directly. If your concerns still linger after you have engaged in a direct discussion with your instructor, then you should contact the Teaching & Learning program chairperson (Dr. Guafang Wan gwan1@luc.edu).

Managing Life Crisis and Finding Support

Should you encounter an unexpected crisis during the semester (i.e. securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc...), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (www.luc.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their website here: <https://luc.edu/dos/services/>.

Accommodations

Any student registered with Student Accessibility Center (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700

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).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.***

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.

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 Schedule:

| Date | Topic | Readings | Workshops | Assignments |
|-------------|---|--|--|--|
| T, Jan 14 | Introduction to UbD in mathematics, Taft high school, & course expectations | UbD in a nutshell | Rationale for backwards designs in math units. | |
| H, Jan 16 | UbD Stage 1- Big idea & understandings Exploring math standards, practices & literacy in NCTM, CCSS, & NGSS. | W&T p. 60-80, 84-87, 107-118, 12-125 NCTM executive summary | Unpack standards into enduring understandings | Select a topic and lesson/unit materials from field experiences. |
| T, Jan 21 | UbD Stage 1- Desired results Establishing mathematical goals | W & T: 81-83, 88-106, 119, 126-133 | Develop essential questions, knowledge, & skill objectives | Stage 1: standards & enduring understandings |

| | | | | |
|----------|---|---------------------------------|--|---|
| | to focus learning | | | |
| H, Jan30 | UbD Stage 2 Designing authentic assessments | W& T p. 136-210 | Peer & instructor feedback to Stage 1. Outline pre/post test & summative | Stage 1: essential questions, knowledge & skills |
| T, Feb 4 | UbD Stage 2 Assessment data collection & analysis: Measuring student achievement and growth | Stiggins 5 practices of math | List formative assessment plan Draft lesson plan 1 | Stage 2: summative description, rubric, pre/post items |
| H, Feb 6 | UbD- Stage 3; Strategies, activities, and materials Mathematics/science specific pedagogy | W & T: UbD Stage 3 | Stage 2 and lesson plan feedback. Stage 3 outline lesson plans & activities | Stage 2: assessment plan Lesson plan draft UbD due Tues; Feb 11 8am livetext |