



**LOYOLA
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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 2020

Instructor Information

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Module Information

Dates: February 11 – April 2, 2020

Days: Tuesdays & Thursdays

Times: 8:35-12:45

On-Campus Location: Corboy Law Center **426**

School-Site Location: Ogden International School of Chicago, East Campus (24 W. Walton St)

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)
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Smart Evaluation 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
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The School of Education's Conceptual Framework

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.

The SOE's Conceptual Framework (CF) focuses on *Social Action through Education*. SOE Conceptual Framework Standards (CFS) are:

- 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 module, candidates are prepared to take social action in the form of highly effective inclusive elementary education that is rooted in principles of **social justice** and **diversity**. The module assignment of a transdisciplinary curriculum unit supported by class discussions and classroom experiences most directly addresses CFS 4. This course addresses diversity and the **social justice** mission of the School of Education by requiring candidates to integrate readings with instructional practice in classrooms with a diverse range of students in local and global communities. Through cycles of planning, teaching, and reflection with the support of the instructor and co-teacher educators, candidates further develop the skills, knowledge, and dispositions necessary to be excellent elementary educators for ethical and socially just practices.

Currently Assessed Disposition:

All students are assessed on dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. During this coursework, students will be assessed:

- 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).

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 as to maintain consistency for students and school professionals. Ask classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence. Missing more than two class sessions (regardless of reasons) will affect the assessment of your participation and lower the overall grades (i.e., A to B or B+ to C+).
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Late assignment policy:

- Late assignments are penalized 50%. An assignment is considered late if it is not submitted by the due date. Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor's note. All assignments are due by 11:59pm on the assigned date.

Make up assignments for missing a class:

1. Arrange a class observation (two periods of teaching) with your cooperating teacher.

2. Write a 250-300 words reflection paper and submit it **by the end of TLSC 350 module (April 2nd)**. Indicate how the reading guided your observation and what you learned both from the readings and observations.
3. Submit your make-up assignment by email to Dr. Moon at smoon3@luc.edu.

Communication with the instructor and classmates:

Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.

- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Electronic devices:

Hand held electronic/communication devices and laptop computers must be used discriminately and professionally per our discussion in class.

Module Assignments

- **Module Participation: 20% of final grade**
 - Candidates are expected to consistently and actively participate in all class activities in discussions. 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, as well as completing a reader response.
 - Missing more than two class sessions (regardless of reasons) will affect the assessment of your participation and lower the overall course grade (i.e., A to B or B+ to C+).
 - Late assignments are penalized 50%. An assignment is considered late if it is not submitted by the due date. Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor's note. All assignments are due by 11:59pm on the assigned date.
- **Transdisciplinary/Interdisciplinary Curriculum Unit: 40% of final grade**
 - Teacher candidates collaborate using a workshop model to write an IB PYP transdisciplinary unit. Teacher candidates work with their partner to write a PYP unit that includes all of the IB PYP essential elements of the planner. Candidates collaborate with their co-teacher partner and draw from the IB scope & sequence for each content area.

- **Lesson Implementation and Reflection: 20% of final grade**
 - Teacher candidates will be observed for three to four lessons taught during the curriculum unit. Candidates should submit a detailed lesson plan for each of these lessons. After the lesson, candidates will submit a reflection separately on lesson implementation.

- **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, Short video clip, etc.) to present to peers, co-teacher educators, other school professional personnel and university faculty. The digital presentation will focus on lessons learned from teaching with a global framework. Candidates should include a self-assessment of the unit using the LUC SOE conceptual framework and IB criteria.

- **Sequence Summative Assessment: 10% of final grade for TLSC 350; 20% of final grade for TLSC 340**
 - 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 PYP use the following readings and resources:

- International Baccalaureate. (2018). *Primary Years Programme: Overview, The learner, Learning and teaching, and The learning community*. Wales, Great Britain: International Baccalaureate Organization (provided by Sakai).
- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press. (Required textbook both for TLSC 340 and 350)

- Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. (Selected pages will be provided via Sakai).
- Additional reading materials listed in Sakai.

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

TLLSC Syllabus Statement

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

Coordinated Assistance and Resource Education (CARE)

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

Dress Code 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.

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:

3A. Planning for Standards-based ESL & Content Instruction

Loyola University Chicago
School of Education
Syllabus Addendum

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.

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/

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*.

Tentative Module Schedule

Date	Topic	Reading Assignment Due	Assignment	Candidate Activities with Cooperating Teacher
Tuesday, February 11	UDL principles and Strategies	Hall et al. pp. 25-152	Jigsaw reading and provide a chapter summary for peers.	Observe Assist in Classroom
Thursday, Feb. 13	-Intro to the module and IB	PYP-Overview Moon et al. (2019). Sakai	TLSC 340 UbD Unit plan due (Feb 14th)	-Discuss leading at least three to four lessons and assessments.
Tuesday, Feb. 18	Working with Museums	Smetana et al. (Sakai)		-Assist or teach in classroom
Thursday, Feb. 20	Learners in IB	PYP-The Learner. Sakai		- -Assist or teach in classroom
Tuesday, Feb. 25	Learning and Teaching in IB- Part I	PYP-Learning and Teaching (pp. 1-39) Sakai		- -Assist or teach in classroom - Possible lesson - Email teachers notifying them about LUC spring break
Thursday, Feb. 27	<i>Independent Research Time (No meeting on campus)</i>			Work on lesson plans and IB PYP unit assignment independently with your partner(s)
Tues. March 3		SPRING	BREAK	☺
Thursday, March 5		SPRING	BREAK	
Tuesday. March 10	Learning and Teaching in IB- Part II	PYP-Learning and Teaching (pp. 40-end). Sakai		-Assist in classroom - Teach lessons (if applicable)

	(Inquiry, Assessment)			
Thursday March 12	The Learning Community	PYP-The Learning Community Sakai		-Assist in classroom - Teach lessons (if applicable)
Tuesday March 17	EBL issues in IB PYP, UbD	Heineke & McTighe (2018). Sakai		-Assist in classroom - Teach lessons (if applicable)
Thursday March 19	Equity issues in IB PYP		Reading will be posted to Sakai	-Assist in classroom - Teach lessons (if applicable)
Tuesday March 24	Art-based inquiry in IB PYP	Reading will be posted to Sakai		-Assist in classroom
Thursday March 26	Re-visiting International Mindedness	Reading will be posted to Sakai	IB UNIT DUE 3/27	- Make sure to implement post-assessment on the Unit 4 - Prepare for a proper thank you note for cooperating teacher
Tuesday, March 31	Presentation Day			Share your presentation with your cooperating teacher separately
Thursday April 2	Reflecting on Sequence 6 (No meeting)		Summative Assessment Due 4/27	-