



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**TLLSC 340: Teaching and Learning in an Area of  
Specialization (Jan 14-Feb 6)&**

**TLLSC 350: Teaching and Learning with a Global  
Framework (Feb 11- April 03)**

**Sequence 6: Integrating Content, Cultures and Communities**  
*Teaching, Learning, and Leading with Schools and Communities*

Spring 2020

## Module Information

<b>Meeting dates and times:</b>	January 14- April 03, 2019 Tuesday & Thursday 8:15am-12:45pm
<b>On Campus Location:</b>	Corboy Law Center - Room 325
<b>School Site Location:</b>	<b>TBD</b>

## Instructor Information

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*Office hours are by appointment only.*

## Module Objectives

- Observe high-quality, UbD/UDL teaching.
- Engage in collaborative UbD/UDL unit planning and implementation
- Create, implement, and analyze academic and behavioral interventions and assessments.

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## Course Assignments

<i>Assignment Name</i>	<i>Due</i>
Inclusion Observation Interview	2/11/20
Assessment Plan	2/13/20
UDL Interdisciplinary Unit	<b>Pt 1: 2/20/20</b> <b>Pt 2: 4/9/20</b>
UDL Implementation	2/25-3/26
Sequence Summative Assessment	4/07/20

## Detailed Module Descriptions

### Gaining Understanding

Teacher candidates further develop their understanding and application of designing instruction in an **area of specialization using UbD and UDL**. Teacher candidates observe and integrate into classrooms that utilize UbD. Teacher candidates will learn IEP, FBA, BIP, & PBS fundamentals.

### Implementation

- 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 will implement an individualized PBS plan based on FBA data.

### Assessment

- Candidates administer planned unit assessments and analyze the data to understand the teaching and learning of the specific content. Additionally, teacher candidates will collect and analyze data related to students' behavioral targets.
- Teacher candidates will analysis of their unit, samples of student work, and further research to develop a presentation to peers, cooperating teacher educators, other school professional personnel, and university faculty.

## Essential Course Questions

### TLLSC 340

- 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?

### TLLSC 350

- 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 part of these modules, candidates will understand that effective educators:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• use data to drive instruction and assess teaching and learning effectiveness.</li> <li>• apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.</li> <li>• explicitly integrate the teaching of reading, writing, communication and technology across content areas.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.</li> <li>• 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</li> </ul> |
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[Course Standards & IDEA objectives are linked here.](#)

### **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, Inquiry, and Social Justice*. The specific dispositions for this course are listed below and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

#### **340 Objectives**

- 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

#### **350 Objectives**

- Demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
- Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- 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). (1A, 9F, 9R) (IB)
- Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication

### **Grading Policy & Scale:**

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100% A	87% - 89% B+	77% - 79% C+	67% - 69% D+
90% - 92% A-	83% - 86% B	73% - 76% C	63% - 66% D
	80% - 82% B-	70% - 72% C-	62% and Below F

## Policies and Procedures

*(the fine print)*

### 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 classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence. Absences prior to 24 hours should be emailed to me, emergency day-of absences should be texted to me.
- Tardiness is significantly frowned upon. Plan in advance for weather, CTA delays, and other typical Chicago commuting challenges.

### Assignments

- **Due Dates.** Assignments are due on the dates at the times listed on course syllabi unless permission to hand them in late is given ahead of time. Unauthorized late work will be assessed penalties according to the following scale: after deadline-1 day = 5% deduction; 2-3 days = 10% deduction; 4-7 days = 15% deduction; assignments more than one week late will not be accepted. All assignments are to be turned in on Sakai or LiveText before the scheduled due date. Assignments are due by **8am** on the date listed.
- **Support for assignments.** If you have questions about assignments please email me more than 48 hours in advance of an assignment deadline, with the understanding that emails sent on Friday after 5pm may not receive a response until Monday. These requirements are intended to support that you start assignments early and are able to complete assignments in a timely manner with the utmost quality.
- **Formatting.** Unless otherwise noted, all assignments must be typed, double-spaced, using 12 point Times New Roman font. Please attend closely and carefully to spelling and grammar. If referencing course or other textual materials, please follow American Psychological Association style guidelines ([APA – 7th edition](#); [Purdue's Online APA style guide](#)). You can access the APA style manual through the Loyola University library.
- **Make-up & Lateness.** Things happen, I get that. With that said, please make every effort to get your assignments in on-time. The learning happens in the feedback, and when you don't get your assignment in on-time, you won't get great feedback when you need it, which then makes it hard for you to improve and do better the next time. Then, a snowball of lateness happens, you get behind, your stress rises, and things get hard. If you must turn something in late, communicate with me. We can craft a plan for keeping you on track. If you make a habit of lateness your learning is impacted, and then ultimately your grade. All late submissions will receive a 10%(days late)-25%(weeks late) reduction depending on how late you turn it in.
- **Feedback & Resubmission.** Some assignments will be more challenging for you than others. Sometimes, you'll really crush it, and sometimes you won't. I do my best to provide warm, but critical feedback for your improvement. On occasion, I may ask you to resubmit an assignment so that you may gain back points. This happens rarely, but it does happen. Resubmission is always optional.

## **Course Expectations**

- Flexibility and patience with schedules, assignments, students, collaboration, your colleagues, and yourself is a must. Welcome to teaching. Everything changes every day and there is no such thing as a “typical day”.
- The course schedule listed below is an initial tentative schedule. Please consult Sakai regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- As an educator you will be expected to write proficiently, with excellent grammar. Your assignments will be graded for content but also style and mechanics. If you require writing assistance please consider making an appointment at [Loyola's Writing Lab](#). Should you go to the writing lab and provide proof that you have gotten assistance, you will be awarded 10 extra credit points added to your course total.
- Dress Code: Teacher candidates are expected to be professionally dressed.

## Graded Assignments

\* indicates link to edTpa

Name, Description, Rubric Links	% of TLLSC 340	% of TLLS C 350	Due Date
<p><b><i>Participation</i></b> Candidates are expected to consistently and actively participate in all class activities, discussions, and on-line activities. Included in this grade is (a) active engagement at the school site &amp; during classroom discussions, (b) on time arrival and class stay, (c) preparation of readings, and (d) involvement in classroom discourse. Use of cellphones and other electronics is strictly prohibited unless directly related to teaching and learning. <a href="#">Participation Rubric</a>.</p>	20%	10%	Ongoing
<p><b><i>Part 1: Interdisciplinary Curriculum Unit Plan</i></b> Using data to guide and inform practice, teacher candidates will develop an interdisciplinary unit in an inclusive setting. Candidates will plan using the UbD framework, incorporating core principles of UDL, integrating technology and data collection. Candidates are expected to co-teach the unit to students. <a href="#">Part 1 Unit Rubric</a>.</p>	20% 70 pts	15% 70 pts	2/20/20
<p><b><i>Part 2: Interdisciplinary Curriculum Unit*</i></b> Teacher candidates will write 5 lessons using the lesson plan template provided in the UDL unit plan. After teaching the interdisciplinary unit, teacher candidates will analyze data from unit (series of formatives or summative assessment). Based upon the analysis, candidates will reflect on unit implementation and provide considerations for future teaching practice. <a href="#">Part 2 Unit Rubric</a>.</p>	20% 25 pts	15% 25 pts	4/9/20
<p><b><i>Assessment Plan*</i></b> As part of the curriculum unit, you are required to create a comprehensive assessment plan which should monitor student progress toward the unit's learning goals and should utilize multiple assessment modes and approaches aligned with the unit's learning goals. You will use and reflect on the use of the core principles of UDL to differentiate instruction and assessment based on formative assessment data. Assessments should occur before, during, and after instruction. Finally, you will reflect on instructional changes you might need to make and identify up to two research-based studies that could be used to inform instruction in your future teaching. <a href="#">Assessment Plan Rubric</a></p>	10% 30 pts.	--	2/13/20
<p><b><i>UDL Lesson Implementation and Reflection*</i></b> Teacher candidates will create a lesson plan that has at least three built in accommodations using the core principles of Universal Design for Learning (UDL). This lesson will act as one of the five lessons in the UbD unit. Teacher candidates will be observed for the UDL lesson taught during the curriculum unit and the lesson should be <b>video taped</b>. Candidates will meet with the course instructor for a pre and post lesson conference. After the lesson, candidates will submit a reflection on lesson implementation. <a href="#">Lesson Framework &amp; Rubric</a></p>	--	20% 36 pts	Scheduled Last Day:3/26

Name, Description, Rubric Links	% of TLLSC 340	% of TLLSC 350	Due Date
<p><b><i>Inclusion Observation Project</i></b>            At your school site, you will spend time in a setting that uses inclusive supports. For this Inclusion Observation Project, you are required to observe in an inclusive classroom, interview a staff member and a student regarding their perspectives on inclusion, and compare these observations/responses to what you already know about inclusion. Additionally, you will conduct a FACTS interview regarding student behavior. <a href="#">Observation/Interview Rubric</a></p>	30% 36 pts/	--	2/11/20
<p><b><i>UDL Unit Presentation</i></b>            Teacher candidates will create an digital presentation (e.g., PowerPoint, Pear deck, Prezi) that provides an overview of their UDL units. Description of assessment, planning, and implementation procedures will be provided. Further teacher candidates will describe how their UDL unit connects to their sequence summative assessment. Lastly, candidate will reflect on their learning and discuss methods for future improvement. <a href="#">Unit Presentation Rubric</a></p>	--	15%	4/2/20
<p><b><i>Sequence Summative Assessment</i></b>            To apply their understanding of the research and practice in their area of specialization, candidates will design a year-long curriculum plan for a specific age or grade-level or course within a particular content area that includes 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 plan's summative assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments. <a href="#">Summative Rubric</a></p>	--	25% 65 pts	4/7/20

### Required Text and Reading

1. Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
2. Salend, S.J. (2016). *Creating inclusive classrooms: Effective, differentiated, and reflective practices*. 8<sup>th</sup> Ed. Boston, M.A.: Pearson.
3. Wiggins, G. & McTighe, J. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. Assigned articles and internet modules, all available via Sakai.

## More Fine Print

### **Diversity and Language**

Throughout the course, issues of diversity in education will be discussed and analyzed in terms of best practices. 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 addition, in our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If needed, check out this document:

[https://www.inclusionproject.org/nip\\_userfiles/file/People%20First%20Chart.pdf](https://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf)

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

### **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/](http://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***.



## Course Calendar

\* Not graded, feedback only. CYA=Choose your adventure

\*\* Digital Debrief

<b>Date &amp; Location</b>	<b>Topics Covered</b>	<b>Onsite Practices</b>	<b>Readings that Support</b>	<b>Due</b>
1/14/20 Loyola	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• IEP's &amp; Smart Goals</li> </ul>	--	<b>Salend Ch 1 &amp; 2</b>	
1/16/20 Loyola	<ul style="list-style-type: none"> <li>• UDL Overview</li> <li>• Foundations of Behavior</li> </ul>	--	<b>Salend Ch 3. Hall Ch 1 &amp; 2</b>	
1/21/20 On Site	<ul style="list-style-type: none"> <li>• Routines</li> <li>• Data Collection Methods</li> </ul>	Debrief Day 1 Identify Focal Student Consent Forms	<b>Salend Ch 4 CYA Hall 3-9</b>	
1/23/20 On Site	<ul style="list-style-type: none"> <li>• UDL Stage 1</li> <li>• Assessment Overview</li> <li>• FACTS review</li> </ul>	IEP Analysis Smart goal Writing UBD WORKBOOK	<b>Salend Ch 5 &amp; 6 CYA Hall 3-9</b>	
1/28/20 On Site	<ul style="list-style-type: none"> <li>• <b>UDL Stage 2</b></li> <li>• <b>Plotting Data</b></li> </ul>	FACTS Interview UBD WORKBOOK	<b>Salend Ch 7 <a href="#">IRIS EBP Pt 1</a> (1.5 hrs)</b>	
1/30/20 On Site	<ul style="list-style-type: none"> <li>• <b>UDL Stage 3</b></li> <li>• <b>Formative Assessment</b></li> </ul>	Baseline Data 2 UBD WORKBOOK	<b>CYA Salend 8-11 <a href="#">IRIS EBP Pt 2</a> (1 Hr)</b>	<i>Checkpoint UDL Stage 1</i>
2/4/20** On Site	<ul style="list-style-type: none"> <li>• <b>Summative Assessment</b></li> </ul>	Baseline Data 3 UBD WORKBOOK	<b>CYA Salend 8-11 <a href="#">IRIS Disruptive BX Part 1</a> (1 hr)</b>	<i>Checkpoint UDL Stage 2*</i>
2/6/20** On Site	<ul style="list-style-type: none"> <li>• <b>Diagnostic Assessment</b></li> </ul>	Baseline Data 4 &/ or Pre-assessment	<b>CYA Salend 8-11 <a href="#">IRIS Disruptive BX Part 2</a> (1 hr)</b>	<i>Checkpoint UDL Stage 3*</i>
2/11/20 On Site	<ul style="list-style-type: none"> <li>• <b>UDL Unit Peer Review</b></li> </ul>	Baseline Data 5 &/ or Pre-assessment UBD WORKBOOK	<b>Salend Ch 12 <a href="#">IRIS Classroom Management Pt 2.</a> (2 hrs)</b>	Inclusion Observation Project
2/13/20 On Site	<ul style="list-style-type: none"> <li>• <b>Evidence Based Practices (Academic)</b></li> </ul>	Teach a lesson &/or Intervention Data Point	<b><a href="#">IRIS EBP Pt 3</a> (2 Hrs)</b>	Assessment Plan

2/18/20 On Site	<ul style="list-style-type: none"> <li>• <b>Evidence Based Practices (Behavior)</b></li> </ul>	Teach a lesson &/or Intervention Data Point	<b><i>TBD Assigned Readings</i></b>	
2/20/20 On Site	<ul style="list-style-type: none"> <li>• <b>Formative Assessments</b></li> </ul>	Teach a lesson &/or Intervention Data Point	<b><i>TBD Assigned Readings</i></b>	UDL Unit Plan Part 1
2/25/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson &/or Intervention Data Point	<b><i>TBD Assigned Readings</i></b>	Lesson Plan*
2/27/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson &/or Intervention Data Point	<b><i>TBD Assigned Readings</i></b>	Lesson Plan*
3/3/20 NO CLASS	<b>ENJOY SPRING BREAK</b>			
3/5/20 NO CLASS				
3/10/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson &/or Intervention Data Point	<b><i>TBD Assigned Readings</i></b>	Lesson Plan*
3/12/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson &/or Data Point	<b><i>TBD Assigned Readings</i></b>	Lesson Plan*
3/17/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson/ data point OBSERVATIONS & TAPING	<b><i>TBD Assigned Readings</i></b>	Lesson Plan*
3/19/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson/ data point OBSERVATIONS & TAPING	<b><i>TBD Assigned Readings</i></b>	Lesson Plan*
3/24/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson/ data point OBSERVATIONS & TAPING	<b><i>TBD Assigned Readings</i></b>	Lesson Plan*
3/26/20 On Site	<ul style="list-style-type: none"> <li>• <b>Planning Workshops</b></li> </ul>	Teach a lesson/ data point OBSERVATIONS & TAPING	<b><i>TBD Assigned Readings</i></b>	Lesson Plan* Last day to turn in implementation reflection
3/31/20 On Site		Post Assessments		UDL Unit Plan Part 2
4/2/20 Loyola	<b>Presentations of UDL Unit &amp; Celebration</b>			
4/7/20 LOYOLA	<b>Summative Assessment Due</b>			

