



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

School of Education

Teaching, Learning, and Leading with Schools and Communities

ECSE Sequence 6: Integrating Content, Cultures and Communities

TLLSC 340: Teaching and Learning in an Area of Specialization

Syllabus

Spring Semester 2020

Instructor Information

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Office hours: After class or By Appointment

Module Information

Dates: January 14 – February 7, 2020

Days: Tuesdays & Thursdays

Times: 8:15 – 12:45

On-Campus Location: Mundelein Center - Room 617

School-Site Location: Newton Bateman Elementary School

Module Description

In Sequence 6, teacher candidates further develop their understanding and application of designing instruction in their area of specialization. During TLSC 340, teacher candidates observe and support elementary school teachers in grades K-2 while learning about Understanding by Design (UbD), an approach to planning instructional units. Candidates focus on connecting content to students' lives, observing how teachers include reading, writing, listening, and speaking, in their instruction of content and how they differentiate instruction using the WIDA framework and 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. During TLSC 340, candidates plan one UbD unit focusing on science or social studies.

TLSC 340 and 350 are designed to help candidates develop and refine their skills in teaching science and social studies in primary grade classrooms. Students will develop an understanding of the importance of teaching social studies and science examining their developmentally appropriate applications within early elementary classrooms. Candidates will explore various methods of teaching science and social studies and ways to develop engaging lessons which will encourage their students to become engaged learners, critical thinkers and responsible citizens. Module assignments will focus on the role of the teacher, unit and lesson planning using the UBD framework, effective instructional strategies, and methods of assessment.

Module Goals

Essential Questions:

- 1) How does backward design facilitate deep learning of science and social studies content and skills?
- 2) How do students most effectively acquire skills within the content areas of science and social studies?
- 3) How can the use of data facilitate students' acquisition of content and skills?
- 4) How do students utilize technology to support & deepen their learning in a particular science and social studies?
- 5) How do students use their literacy skills to acquire knowledge and skills within the content areas?
- 6) 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 integrated 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 the content areas, including literacy, science, and social studies.

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 science and social studies units and lessons to meet the needs of diverse learners. (3Q; 3I) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- Monitor and adjust 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,

Alignment with NAEYC Standards

This module has also been developed to specifically address the following NAEYC standards for personnel preparation in early childhood education:

1. Promoting Child Development and Learning Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.
3. Observing, Documenting, and Assessing To Support Young Children and Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

IDEA Objectives:

At the end of the module, you will be prompted to complete the module evaluation. Please visit: <http://luc.edu/idea/> and click on the *Student IDEA Log In*. Your feedback is important to the continual development and improvement of the module. Please complete the course evaluation by the posted deadline.

- Gaining factual knowledge (methods)
 - Learning to apply course materials
 - Developing specific skills, competencies, and points of view needed by professionals in the field
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Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- 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)
 - D 17 demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication
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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 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 to discuss implications for your grade and participation in the sequence.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments. If you are absent, it is your responsibility to send assignments that are due, obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class. You must be prepared for the next class.
 - Check your e-mail regularly. Please understand that you will not be excused from your responsibility for course requirements or other course changes/announcements due to failure to check your e-mail regularly.
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Module Assignments and Grading

Module Participation: 15 points

Candidates are expected to consistently and actively participate in all class activities and discussions. As part of the candidate's participation grade, it is expected that candidates will implement two activities from their instructional unit with the support of their cooperating teacher. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session.

- **Reading and Reading Response** Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles and having responded in writing if that was part of the assigned reading task.
- **Attention and Learning Behavior** Candidates will maintain consistent focus on the class itself – focusing on one's computer rather than the instructor and classmates is highly unprofessional and will

result in lost points in both Professionalism and Participation. Class is also NOT the time to be working on assignments or uploading video files. Students will also provide regular feedback to each other's recorded teaching time in classrooms. In addition to the expectations for professionalism and teaching growth in the Sequence 6 site, the following guidelines for participation will be considered in the module grades.

Participation Rubric

Dimension	4	2	0
Professional Attitude and Demeanor Part I	Always prompt and regularly attend sessions	Rarely late and regularly attend sessions (No more than 1 absence).	Often late and/or poor attendance at sessions (2 or more absences).
Professional Attitude and Demeanor Part II	Always prepared for sessions with assignments and required materials.	Rarely unprepared for sessions with assignments and required materials.	Often unprepared for sessions with assignments and required materials.
Level of Engagement in Class	Always a willing participant. Contributes by offering ideas and asking questions. Never uses computer inappropriately in class.	Often a willing participant. Contributes by offering ideas and asking questions. May have used computer inappropriately in class once or twice.	Rarely a willing participant. Rarely offers ideas or asks questions. Repeatedly uses computer inappropriately in class
Integration of Readings into Classroom Participation	Often cites from readings; uses readings to support points. High quality written responses for all reading responses.	Occasionally cites from readings; sometimes uses readings to support points. Moderate quality written responses.	Rarely cites from readings; rarely uses readings to support points. Poor quality/missing written responses.
Listening Skills	Listens when others talk, both in groups and in sessions. Incorporates/builds off of the ideas of others.	Listen when others talk, both in groups and in sessions	Rarely listen when others talk, both in groups and in sessions

Content-Specific, Standards-Aligned Curriculum Unit and Assessment Plan: 5 points

Candidates, with the support of their cooperating teacher, will design and develop a standards-based unit using the Understanding by Design framework. This UbD unit will include three social studies- specific, literacy-focused lesson plans. Candidates will use the classrooms' curriculum focus as a basis for their unit however they are expected to go beyond what is being done in the classroom to create their own design and content. Lesson plans must include literacy instruction within a social studies unit. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Candidates will apply all of the principles of Universal Design for Learning in all areas of the unit plan they develop.

As part of the Curriculum Unit described above, candidates are required to create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit's learning goal(s). Candidates should utilize multiple assessment modes and approaches that are aligned with the unit's learning goals/enduring understandings. Candidates will use and reflect on the use of the core principles of Universal Design for Learning (UDL) and they will use and reference the WIDA framework in order to effectively differentiate instruction and assessment based on their knowledge of the students. Candidates will develop measures to assess student learning before, during, and after instruction.

Instructional Videos with Instructor/Peer Evaluation: 15 points

Candidates will submit weekly videos to a shared Sequence 6 Peer Evaluation Box folder once they begin planning and leading activities in the Sequence 6 classrooms. Each candidate will be responsible for viewing and providing substantive comments (more or less 2 paragraphs in length) on the videos of the other candidates in his/her peer evaluation group. Comments should provide formative feedback based upon the dimensions of CLASS (K-3 version).

Your adult-child interaction and instructional skills will also be evaluated by your TLSC 340_350 instructor using CLASS on a weekly basis. You are responsible for utilizing instructor and peer feedback to improve both your skills AND CLASS scores over the course of Sequence 6. Candidates will receive full points for this portion of the module if they respond positively to feedback, thoughtfully integrate feedback and experiences into their subsequent planning, and as a result make significant progress in enacting coherent, organized, developmentally appropriate teaching in the Sequence 6 classroom.

Sequence Summative Assessment: Transdisciplinary Curriculum Map: 10 points

This is one of the ten core assessments of the ECSE program and must be passed in order for candidates to be admitted to the one-year internship. In this project, candidates will select one of the six IB transdisciplinary themes of global significance, explore it in depth, link standards and assessments across the content areas of science, social studies, and technology in grades PK-2, creating a curriculum map. This will be completed at the end of Sequence 6.

Module Assignments and Points

Assignment or Component	Description	Points
Participation	Includes attendance, active participation in class, and completion of assigned readings.	15
Lesson Plans	3 lesson plans focusing on SS &/or LA including your reflections on areas for improvement if you implemented in S6 classrooms	30
UdD Social Studies Focus Unit	See description above. Submit to LiveText with all supporting materials	30
Instructional Videos and Peer Feedback	Submit to One Drive folders for feedback, then LiveText.	15
Sequence 6 Summative Assessment – Curriculum Map	See description above. LiveText	10

TLSC 340 Module Readings

- Robles de Melendez, Beck, V. & Fletcher, M. (2000). Teaching social studies in early childhood Cengage
- Sobel, D. (1998). Mapmaking with children: Sense of place education in the elementary years. Portsmouth, NH: Heinemann
- Wiggins, G. & McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development

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. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. “Social Action through Education” is the conceptual framework infused into all programs within the School of Education. 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. Throughout the sequence, candidates must utilize current literature in science, social studies, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. Our conceptual framework is described here:

www.luc.edu/education/mission/

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. The following CF Standards are emphasized in TLSC 340 and 350:

CFS1: Candidates critically evaluate current bodies of knowledge in their field. This standard is explored through your readings.

CFS2: Candidates apply culturally responsive practices that engage diverse communities. This standard is addressed through your unit planning, interaction with students, and your Summative Assessment

CFS3: Candidates demonstrate knowledge of ethics and social justice. This is evidenced in your responses to readings and your work in applying principles of UDL, WIDA and social justice curriculum to practice.

Technology and LiveText

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 as well as for online forum discussions and other course learning activities.

Candidates will also be responsible for activating their LiveText accounts. Candidates **MUST** use their Loyola University Chicago email address with LiveText and in all correspondences with the professor. This module requires the use of LiveText in order for candidates to submit many module assessments.

Teacher candidates will also use technology in order to collect, record and analyze student data as well as to video record and analyze their own teaching practices (e.g., digital voice recorder), as well as to analyze assessment data.

Diversity

By focusing on individual, diverse students in urban classrooms, these modules (TLSC 340 & 350) address multiple perspectives on diversity, including but not limited to the diversity in students’ backgrounds (i.e., culture, language, ability), 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.

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.

Your feedback is important so that your instructor can gain insight in to how to improve their teaching in relation to the content and structure of this sequence, and the department can learn how best to shape the curriculum.

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

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:

ISBE TESOL 3A Planning for Standards-based ESL & Content Instruction

Mandated Reporting

Reach out to your professor and Dr. Sarah 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. Guofang 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

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***.