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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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Module Information
Dates: January 13 – February 7, 2020
Days: Tuesdays & Thursdays
Times: 8:15-12:45
On-Campus Location: Dumbach Hall Room 124
School-Site Location: Paulaski International School of Chicago (2230 W Mc Lean Ave)

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. Candidates focus on connecting content to students' 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 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. Candidates consider post-assessment and analyze the data to understand the teaching and learning of the specific content.

Module Readings/Required Texts

- 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. (Required for TSLC 340 and 350).
- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications.* NY: Guilford Press (Selected pages will be provided via Sakai).
- Wiggins, G. & McTighe, J. (2004). *Understanding by design: Professional development workbook.* Alexandria, VA: Association for Supervision and Curriculum Development. (Selected pages will be provided via Sakai).
- LiveText
  http://luc.edu/education/admission/tuition/course-management-fee/

Module Goals and Objectives

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)

IDEA Objectives:

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

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 an instructional unit plan supported by class discussions and classroom experiences most directly addresses CFS 1. 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. 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 all students.

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).
- Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills (D5).
- Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments (D7).

- Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors (D11).
- Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students (D12)

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.

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+).

- Send assignments that are due.

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.

- 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.

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.

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 and 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. Instructor collects an entry/exit slip.

- ***Content-Specific, Standards-Aligned Curriculum Unit: 40% of final grade***
  - ○ Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. Candidates must provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Explain & describe incorporation of language into planning. Candidates should provide evidence of the application of the basic principles of Universal Design for Learning.

- ***Assessment Plan: 20% of final grade***
  - ○ As part of the Curriculum Unit required for TLSC 340, 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 UDL to differentiate instruction and assessment based on formative assessment

data. Candidates will develop measures to assess student learning before, during, and after instruction. Candidates will reflect on instructional changes they might make and identify up to three research-based studies that could be used to inform instruction in future teaching.

- *Sequence Summative Assessment: 20% of final grade for TLSC 340; 10% of final grade for TLSC 350*
    - o 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 trans-disciplinary 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.

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. 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:

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

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. 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

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.***

Course Calendar

	Date	Meeting Location	Topic	Reading Assignment Due	Assignment	Candidate Activities with Cooperating Teacher
1	Tuesday, January 14	Paulaski International School of Chicago	-Intro to the module - Paulaski International School of Chicago overview - Guest speaker: Ms. Sanchez, IB coordinator			
2	Thursday, January 16	Paulaski International School of Chicago	- UbD/UDL/IB PYP overview -Pulaski POI	-UbD in Nutshell -Heineke & McTighe – pp3-20	Select a topic and lesson/unit materials from field experiences	- 2nd and 3rd period in Paulasky classrooms - Meet cooperating teachers - Observe for UbD and IB PYP and assist in classroom
3	Tuesday, January 21	Paulaski International School of Chicago	-UbD Stage 1 (Desired results)	-Heineke & McTighe – pp77-110 -Stage 1 (Sakai)	Stage 1 rough draft (email due 1/24)	- 2nd and 3rd period in Paulasky classrooms - Plan for the unit assessment and discuss the time for pre-assessment of the unit of inquiry.

4	Thursday, January 23	Paulaski International School of Chicago	UbD Stage 2 (Assessment evidence) -Designing Authentic Assessments -UbD Stage 2-2 (Assessment evidence) -Collecting and Analyzing Assessment Data	-Heineke & McTighe – pp111-155 -Translanguaging Assessment (Sakai) Stage 2 (Sakai)	Stage 2 rough draft (email due 1/26)	- 2nd and 3rd period in Paulasky classrooms
5	Tuesday, January 28	Paulaski International School of Chicago	-UbD Stage 3 (Learning plan) -Culturally relevant pedagogy	-Heineke & McTighe – pp156-197 - Stage 3 (Sakai) -Translanguaging Instruction (Sakai) - Assessment Plan (Sakai)	Stage 3 rough draft (email due 1/31)	- 2nd and 3rd period in Paulasky classrooms
6	Thursday, January 30	Paulaski International School of Chicago		-Introductions to Informal Learning (Sakai) - UDL rationale (UDL Check list-Sakai)	Assessment plan draft (email due 2/2)	- 2nd and 3rd period in Paulasky classrooms - Make sure to implement pre-assessment before the Unit 4 starts at Paulaski. - **Notify your cooperating teachers about the CITE**
7	Tuesday, February 4	**Museum Workshop** <mark>**Regent Hall (17th floor of Lewis Towers)**</mark> **10:00-12:00**				

| 8 | Thursday, February 6 | Paulaski International School of Chicago | -UbD unit and assessment plans | | -Final instructional Unit due 2/8 (Livetext) | - 2nd and 3rd period in Paulasky classrooms
 - Assist in classroom
 - Discuss co-planning and co-teaching of interdisciplinary unit |