



**LOYOLA
UNIVERSITY
CHICAGO**

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

Name: Dr. Yvonne El Ashmawi

Office phone: 312-915-6336

Office Location: Water Tower Campus, Lewis Tower Rm. 1054

Email: yelashmawi@luc.edu

Office hours: By prior appointment only; in person or via Zoom; appointments always welcome!!!

Module Information

Dates: February 10th-April 3th, 2020

Days: Tuesday & Thursday

Times: 8:30-12 pm

On-Campus Location: Lakeshore Campus—Cuneo Hall Room 111

School-Site Location: Senn HS 5900 N Glenwood Ave, Chicago, IL 60660 OR

Oscar Mayer School 2250 N Clifton Ave, Chicago, IL 60614

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

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)

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.

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.

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- 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 sequence, conceptual framework standard (CFS) four will be assessed as part of the sequence summative assignment.

Dispositions Assessment:

All courses in the SOE assess student dispositions: Professionalism, Inquiry, and Social Justice. You can find the rubrics related to these dispositions in the TLSC 451 LiveText Assignment. 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. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum

- 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. (4D)

Grading Policy & Scale:

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

Grade	Percent	Points
A	93%	93-100
A-	90%	90-92
B+	87%	87-89
B	83%	83-86
B-	80%	80-82

C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66
F	62% and Below	0-62

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.
- Assignments are due on the dates listed on course syllabi unless prior permission to hand them in late is given. There will be a deduction in points for late assignments.

Module Assignments

Multimodal Assignment: 10% of grade

- You will be designing a high school web-based project. The project should explore some aspect of your assigned novel. The project design should allow your students to use technology to deepen their understanding of particular places, concepts, events, or issues related to the novel. Students will need to use lower-order thinking skills – knowledge, comprehension and application, but must also engage in high-order thinking – analysis, synthesis, or evaluation. Standards addressed by this assignment: NCTE; ILCAS; IPTS: 1, 4 & 8; ITS: 2, 3, 7 & 8; CF: 2, 4.

Identifying Complementary Texts: 20% of grade

- Create an annotated bibliography of the texts you have selected. Your selection of complementary works should demonstrate your knowledge of the range and influence of print and non-print media and technology in contemporary culture (CF 5), and your ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, and software appropriate for supporting the teaching of ELA. (CF 1) Your collection of texts must include print and non-print media items, interdisciplinary material(s), and texts from a variety of genres. (Standard I: Element 1 and 2; Standard III: Element 5 and 6). Remember, contemporary students are reading in multimodal ways, completely different from the approaches teachers commonly take in the classroom. How will you be sensitive to this?

Lessons in a Series: 30% of grade

- Teacher candidates develop **a set of lessons in a series that focuses on writing instruction**. Candidates will be required to demonstrate that they can adequately design a writing prompt and rubric, and then plan a series of lessons that incorporate explicit grammar, language, and literature instruction to support the development of specific writing skills and rhetorical patterns. Candidates will also be required to address the criteria used to plan IB interdisciplinary curriculum unit for an MYP (6-8 or 9-10) setting. Standards addressed by this assignment: NCTE; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS; ITS: 3.

Sequence Six Summative Assessment: 20% of grade (CFS 4)

- 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 (two semesters, 36 weeks) for a high school Language Arts course 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. Standards addressed by this assignment: NCTE; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS; ITS: 3.

Module Participation: 20% of grade

- Candidates are expected to consistently and actively participate in all class activities and discussions in all settings: online, via Zoom, and at the field site. Students will also offer mini presentations and teaching demonstrations, as well as work collaboratively and independently in class on various course assignments, including a teacher's notebook. As part of the candidate's participation grade, it is expected that candidates will deliver a minimum of two (2) mini-lessons 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. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles.

Required Texts:

- Burke, J. (2013). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession* (4th ed.). Portsmouth, NH: Heinemann.
- Christensen, L. (2009). *Teaching for joy and justice: re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools Publication.

- Crovitz, D., & Devereaux, M. D. (2017). *Grammar to get things done: a practical guide for teachers anchored in real-world usage*. New York: Routledge, Taylor & Francis Group.
- Gallagher, K. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*. Stenhouse.
- Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. Alexandria, VA: ASCD.
- Roberts, K. (2018). *A Novel Approach: Whole-class novels, student-centered teaching, and choice*. Portsmouth, NH: Heinemann.

In addition to the books listed above, students will be required to purchase a novel that will serve as the text of the units they will write and one book (of their choosing) that will serve as a language arts instruction resource to further cultivate their professional library. Other required readings will be posted to the course Sakai site.

Students will require access to the course page in Sakai – sakai.luc.edu All students 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. For additional information about LiveText, please visit LiveText.www.livetext.com

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***.