

CIEP 414
Instructional Methods for Diverse Populations
Loyola University Chicago
Spring 2021

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Office Hours: (Virtual via Zoom)
Thursday 3:00-4:00 or by Appointment
Course Meets: Thursdays, via Zoom 5:30-8:00
Synchronous: 01/21, 01/28, 02/4, 02/18, 02/25, 03/11, 03/25, 04/8, 04/22, 04/29
Asynchronous: 03/04, 03/18, 04/15

Course Overview

This course contributes to the realization of the School of Education's conceptual framework, "Social Action through Education," by assisting candidates in acquiring the skills they will need as teachers and school counselors in diverse contexts. Candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, with a focus on emergent bilingual students. Specifically, the course aims to have candidates grapple with the complexity of working in their distinct disciplines in diverse settings. Candidates will engage in planning curriculum, practicing instructional strategies, examining standards, developing assessment tools, exploring classroom instruction in relation to differentiated instruction and classroom management.

This course attempts to create a learning environment reflective of the conceptual framework's emphasis on knowledge, skills, and ethics. The course stresses common inquiry and as a result, candidates will find themselves in small and large groups discussing readings, analyzing documents, investigating problems or answering questions. Course assignments are designed for individuals and groups to explore critical questions about teaching content-rich curriculum in diverse contexts. This combination of group and individual investigation is designed to foster an interdependent learning community.

Social Action through Education

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, counselors, 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.

School of Education Conceptual Framework Standards

- 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.

This course supports the School of Education's conceptual framework in preparing teachers and counselors in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching in a diverse society.

Dispositions

All courses in the SOE assess student dispositions. You can find detailed rubrics for each disposition at www.livetext.com. Candidates commit to the following dispositions:

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Smart Evaluation

Towards the end of the course, you will receive an email from the Office of Institutional Effectiveness reminding you to provide feedback on the course. You 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.

Objectives for this course:

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

Class Meetings

All synchronous sessions will take place over Zoom.

Technology

Students will use technology to access information from *Sakai* in order to complete assignments. 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](#).

Responsiveness

Please feel free to reach out to me with any questions you have or to request additional support. You can expect a reply within 24 hours. Email is the best mode of communication, but I am happy to set up a time to speak by phone or through Zoom.

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).

Expectations

The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA.

No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically **prior** to the start of class.

Illinois School Counselor Content-Area Standards

The School Counselor Candidate:

Standard 1B: Understands the concepts, principles, and strategies that enable students to achieve and be academically successful.

Standard 1E: Implements strategies and activities that enhance academic development.

Standard 4A: Understands basic knowledge of classroom management.

Standard 4B: Understands the concept of multiple intelligences in order to adapt, adjust, and diversify instructional methodologies.

Standard 4J: Presents lessons, programs, etc, using varied strategies to meet student needs and diversity.

American School Counselor Association School Counselor Competencies

Standard III-A-3. Presentation skills for programs such as teacher

Standard IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons

Standard IVA-5. Classroom management

IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
IV-B-1c. Demonstrates classroom management and instructional skills
IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals
IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

Required Texts

McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: ASCD.

Pariser, S. (2018). *Real talk about classroom management*. Thousand Oaks: Corwin.

Silver, H., Abla, C., Boutz, A., & Perini, M. (2018). *Tools for classroom instruction that works*. Franklin Lakes, NJ: Thoughtful Education Press.

Additional required readings will be used and handed out in class or posted on Sakai.

Assessments

Lesson Plan Rough Drafts # 1 & #2 (10 points each)

To get early feedback on your ability to craft solid lesson plans, prior to turning in your final UbD curriculum unit, you will submit two initial lesson plans as rough drafts. You are expected to act on the constructive feedback prior to submitting your final unit. Format for the lesson plan and a rubric will be discussed in class and will be available on *Sakai*. Lesson plans will be submitted on *LiveText*.

Understanding by Design Stage 1 and Stage 2 Rough Drafts (15 points each)

You will complete two curriculum development exercises, Stage 1 and Stage 2 *Understanding by Design* templates, in the first half of the semester. Each exercise is worth fifteen points. The first CDE is a draft of “Stage 1” of the unit plan, “Desired Results”. The second CDE is a draft of “Stage 2” of the unit plan, “Assessment Evidence”.

Curriculum Unit (50 points)

You will design a unit for a specific grade level in your content area. School counselor candidates will be required to create a five-day unit. All non-school counselor students will work with the instructor to determine the appropriate length of the unit given the student’s current context/discipline. All units, regardless of current graduate program status, will include the following components: topic and grade level of the unit; goals/Illinois Learning Standards/Common Core Standards; enduring understandings; essential questions; a unit performance task; other assessment evidence; and a schedule of topics and learning activities. A more detailed explanation of the assignment will be given in class along with an accompanying rubric. This assessment is worth 50 points

Classroom Management Discussion Forum on Sakai (30 points)

During our asynchronous weeks, you will respond to various prompts in a Discussion Forum on Sakai related to our reading of *Real Talk About Classroom Management*. Here, our goal will be to consider how we might handle a variety of classroom management challenges. Submit an initial post (300 words) responding to the prompt before 11:59pm on Wednesday. Post your reflections on at least two other people’s posts before 11:59pm on Sunday of that same week. You will not be able to see others’ postings until you have posted something of your own. An assessment handout and accompanying rubric will be available on Sakai. This assessment is worth 30 points.

Pedagogy Presentation (20 points)

Choosing an appropriate teaching and learning strategy is not an easy task. Strategies need to be chosen carefully in order to contribute most effectively to student learning. This class will introduce you to a number of research-based strategies which you will consider when developing your lesson plans. This pedagogy presentation will allow you to dig deeper in one particular strategy and to share

what you learn with your peers. An assessment handout and rubric will be discussed in class and posted to Sakai. This presentation is worth 20 points.

English Language Learner Lens Essay (30 points)

Using the UbD curriculum unit you developed for this class, you will now turn your attention to your English Language Learners. How can you improve your unit to better meet the needs of your culturally and linguistically diverse students? What language considerations should you give before implementing instruction? What learning events that you've already included will work well? Which ones need adaptation or need to be supplemented with best practice in teaching ELLs? In this 3-4 page essay you will describe how you will support your ELLs in language development and content understanding. An assessment handout and rubric will be discussed in class and posted to Sakai. This assessment is worth 30 points.

Class Participation (20 points)

Each class member should plan to **participate actively** in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded.

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Class Grading Scale

	Percent	Points
A	93%	185-200
A-	90%	179-184
B+	87%	173-178
B	83%	165-172
B-	80%	159-164
C+	77%	153-158
C	73%	145-152-
C-	70%	139-144
D+	67%	133-138
D	63%	125-132
D-	60%	119-124
F	59% and Below	118 and Below

Date	Topic	Readings	Due
Thursday, January 21	Introductions Course Overview		
Thursday, January 28	Understanding by Design	<i>McTighe and Wiggins</i> pgs.1-57	
Thursday, February 4	Understanding by Design: Stage 1	<i>McTighe and Wiggins</i> Pgs. 60-133 ELL Exploration #1	
Thursday, February 11	No Class 1 st Break		
Thursday, February 18	Stage 1 Workshop Understanding by Design: Stage 2	<i>McTighe and Wiggins</i> Pgs. 136-210 ELL Exploration #2	UbD Stage 1 Rough Draft Pedagogical Presentation #1
Thursday, February 25	Learning Styles Lesson Plans and Learning Objectives	ELL Exploration #3	UbD Stage 2 Rough Draft – LiveText Pedagogical Presentation #2
Week of March 1	Asynchronous Classroom Management	<i>Pariser</i> Pgs. 1-69 Watch: <i>I Learn America</i>	Discussion Forum on Sakai Lesson Plan #1 on LiveText
Thursday, March 11	ELLs in Context Instructional Strategies	ELL Exploration #4	Pedagogical Presentation 3 & 4
Week of March 15th	Asynchronous Classroom Management	<i>Pariser</i> Pgs. 82-144	Discussion Forum on Sakai Lesson Plan #2 on LiveText

Thursday, March 25	English Language Learners Instructional Strategies	ELL Exploration #5	Pedagogical Presentation 5 & 6
Thursday, April 1	Easter Holiday No Class		
Thursday, April 8	Instructional Strategies	ELL Exploration #6	Pedagogical Presentation #7
Week of April 12th	Asynchronous	<i>Pariser</i> Pgs. 184-243	Discussion Forum on Sakai
Thursday, April 22	Classroom Management		UbD Instructional Unit
Thursday, April 2	Wrap Up – Final Class		
Thursday, May 6	Final Exam Week – No Class		ELL Language Lens Essay

Loyola University Chicago

School of Education

Syllabus Addendum

School of Education Commitment - COVID-19:

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Privacy Statement for Online Courses

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Loyola University Chicago Land Acknowledgement Statement

*The Loyola community occupies the ancestral homelands of the people of the **Council of Three Fires**, an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.*

*This historical relationship is not innocuous. The **1833 Treaty of Chicago** forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.*

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/studentlife/resources/syllabi

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***.

