



# LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

**TLLSC 340: Teaching and Learning in an Area of  
Specialization (Jan 19-Feb 12)&**

**TLLSC 350: Teaching and Learning with a Global  
Framework (Feb 15- April 09)**

**Sequence 6: Integrating Content, Cultures and Communities**  
*Teaching, Learning, and Leading with Schools and Communities*  
Spring 2021

## Module Information

<b>Meeting dates and times:</b>	January 19- April 09, 2021 <ul style="list-style-type: none"> <li>◆ <b>Tuesdays</b> Asynchronous &amp;</li> <li>◆ <b>Thursday</b> Synchronous 9:00-12pm</li> </ul>
<b>Zoom Link:</b>	<a href="https://uic.zoom.us/j/7738869822">https://uic.zoom.us/j/7738869822</a>

## Instructor Information

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*Office hours are by appointment only.*

## Module Objectives

- Observe high-quality, UbD/UDL teaching.
- Engage in collaborative UbD/UDL unit planning and implementation
- Critically assess unit and lesson plans and their level of access and equity for all learners

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## Course Assignments

<i>Assignment Name</i>	<i>Due</i>
Weekly Modules	Weekly by Thursday 9am
<a href="#">UDL Interdisciplinary Unit Part 1</a>	2/25/21
<a href="#">UDL Interdisciplinary Unit Part 2</a>	3/18/21
<a href="#">Sequence Summative Assessment</a>	4/08/21

## Detailed Module Descriptions

### Gaining Understanding

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

### Implementation

- Teacher candidates co-plan 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.

### Assessment

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

### Essential Course Questions

#### TLLSC 340

- How does backward design facilitate deep learning of content and skills?
- How do students most effectively acquire skills within a specific content area?
- How can the use of data facilitate students' acquisition of content and skills?
- How do students utilize technology to support and deepen their learning in a particular content area?
- How do students use their literacy skills to acquire knowledge and skills within a content area?
- How do students become actively engaged in learning and self-assessment?

#### TLLSC 350

- What does it mean to be a responsible citizen in the world?
- What is social justice?
- What is international-mindedness?
- How does serving our local community have an impact on the international community?
- How do we know what we know? What is worth knowing?
- How are academic disciplines related to one another?

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.</li> <li>• use data to drive instruction and assess teaching and learning effectiveness.</li> <li>• apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.</li> <li>• explicitly integrate the teaching of reading, writing, communication and technology across content areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups.</li> <li>• Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.</li> <li>• Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement</li> </ul> |
|---|---|

## Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of **Professionalism, Inquiry, and Social Justice**. The specific dispositions for this course are listed below and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

### 340 Objectives

- participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
- valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
- implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
- demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication

### 350 Objectives

- Demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
- Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation. (9Q) (IB)
- Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)
- Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)
- Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations. (IB)
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication

## Grading Policy & Scale:

While grades are not the best measure of learning, as we are part of an institution that requires them, this is the scale that will be used. Grades are open for discussion and resubmitting assignments is always acceptable. The final grade is based upon the completion of course requirements, as weighted above and following this scale:

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

# Policies and Procedures

*(the fine print)*

## **Inclusivity. Is. Everything.**

**Diversity.** Throughout the course, issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. Discrimination, in any form, will not be tolerated.

**Language.** In our class discussions and your writing, please be cognizant of the impact language has on the dialogue. When we discuss students with disabilities, we will typically use "person first" language, however at times, "identity first" language is more appropriate. Please check out [this document](#) to gain a better understanding of the importance of language. Further, ableist language will be interrupted.

**Name and Pronouns.** You have the right to be addressed with your preferred name and pronouns, despite what is written on the school's roster. Please let me know how you would prefer to be addressed in any manner that is comfortable to you. This can include an email, phone call, or public announcement during class. At any point during the semester/year if your pronouns or manner in which you identify changes, please let me know as soon as you are comfortable.

**Accommodations.** I attempt to use UDL principals in the design of my course. However, if you are in need of an accommodation that is not immediately available, please let me know as soon as possible so that I can made necessary changes. You have the right to full access of material in the learning modality that is best for you.

## **"Netiquette" during remote instruction**

- Candidates are expected to attend every digital session on-time, and with minimal distractions.
- Full video participation is highly encouraged during synchronous meetings.
- Try to treat the remote environment as you would the in-person learning environment (for example, do not take your computer to the bathroom with you, or prepare a sandwich in the middle of our activities).
- If you cannot make a digital meeting, please alert me as early as possible, with a minimum of 24 hour notice.
- If you are absent during a digital meeting, a miniature assignment will be assigned to you.

## **Assignments**

- **Due Dates.** Assignments are due on the dates at the times listed on course syllabi unless permission to hand them in late is given ahead of time. Unauthorized late work will be assessed penalties according to the following scale: after deadline-1 day = 5% deduction; 2-3 days = 10% deduction; 4-7 days = 15% deduction; assignments more than one week late must be discussed with me so that we can make a plan to get you on track. All assignments are to be turned in on Sakai before the scheduled due date. Assignments are due by **9am** on the date listed.
- **Support for assignments.** If you have questions about assignments please email me more than 48 hours in advance of an assignment deadline, with the understanding that emails sent on Friday after 5pm may not receive a response until Monday. These requirements are intended to support that you start assignments early and are able to complete assignments in a timely manner with the utmost quality.

- **Formatting.** Unless otherwise noted, all assignments must be typed, double-spaced, using 12 point Times New Roman font. Please attend closely and carefully to spelling and grammar. If referencing course or other textual materials, please follow American Psychological Association style guidelines ([APA – 7th edition](#); [Purdue’s Online APA style guide](#)). You can access the APA style manual through the Loyola University library.
- **Make-up & Lateness.** Things happen, I get that. With that said, please make every effort to get your assignments in on-time. The learning happens in the feedback, and when you don’t get your assignment in on-time, you won’t get great feedback when you need it, which then makes it hard for you to improve and do better the next time. Then, a snowball of lateness happens, you get behind, your stress rises, and things get hard. If you must turn something in late, communicate with me. We can craft a plan for keeping you on track. If you make a habit of lateness your learning is impacted, and then ultimately your grade. All late submissions will receive a 10%(days late)-25%(weeks late) reduction depending on how late you turn it in.
- **Feedback & Resubmission.** Some assignments will be more challenging for you than others. Sometimes, you’ll really crush it, and sometimes you won’t. I do my best to provide warm, but critical feedback for your improvement. On occasion, I may ask you to resubmit an assignment so that you may gain back points. This happens rarely, but it does happen. Resubmission is always optional.
- **Self-Assessment-** This course will use a handful of self-assessment. Being fair to yourself here may be challenging, but learning really can’t happen unless we’re honest about our performance.

### Course Expectations

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

### Covid Update- Online Course Statements:

**\*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.

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address**

## Graded Assignment Brief Descriptions

\*\*Modules are to be completed independently, assignments (part 1 & 2) may be done independently or with a partner. Summative is independent.\*\*

Name, Description, Rubric Links	% of TLLSC 340	% of TLLSC 350	Due Date
<p><b><i>Participation in weekly module</i></b></p> <p>Candidates are expected to consistently and actively participate in all class activities, discussions, and on-line activities. Included in this grade is (a) active engagement with online content, (b) on time arrival and class stay during synchronous session, (c) completion of online module activities and (d) involvement in classroom discourse. <b>Due by Thursday's class time.</b> <a href="#">Participation Self Assessment Rubric.</a></p>	30%	20%	Thursday 9am.
<p><b><i>Checkpoint Activities</i></b></p> <p>Candidates are expected to complete graphic organizers related to the Unit plan. These assignments are purely meant for feedback and are graded as complete/incomplete. The number of checkpoint assignments is to be determined per student. Assignments will be part of weekly modules.</p>	30%	20%	Ongoing
<p><b><i>Part 1: Interdisciplinary Curriculum Unit Plan Sections A &amp; B</i></b></p> <p>As part of the curriculum unit, you are required to create a comprehensive assessment plan which should monitor student progress toward the unit's learning goals and should utilize multiple assessment modes and approaches aligned with the unit's learning goals. You will use and reflect on the use of the core principles of UDL to differentiate instruction and assessment based on formative assessment data. Assessments should occur before, during, and after instruction. Finally, you will reflect on instructional changes you might need to make and identify up to two research-based studies that could be used to inform instruction in your future teaching. <a href="#">Part 1 Guide and Rubric</a></p>	40%	--	2/25/21
<p><b><i>Part 2: Interdisciplinary Curriculum Unit* Sections C &amp; D</i></b></p> <p>Using data to guide and inform practice, teacher candidates will develop an interdisciplinary unit in an inclusive setting. Candidates will plan using the UbD framework, incorporating core principles of UDL, integrating technology and data collection. Teacher candidates will write 5 lessons using the lesson plan template provided in the UDL unit plan. After teaching the interdisciplinary unit, teacher candidates will analyze data from unit (series of formatives or summative assessment). Based upon the analysis, candidates will reflect on unit implementation and provide considerations for future teaching practice. <a href="#">Part 2 Guide and Rubric</a></p>	--	40%	3/18/21
<p><b><i>Sequence Summative Assessment</i></b></p> <p>To apply their understanding of the research and practice in their area of specialization, candidates will design a year-long curriculum plan for a specific age</p>	--	20%	4/8/21

<p>or grade-level or course within a particular content area that includes interdisciplinary connections and the integration of technology. The curriculum plan will include a description of the content and skill focus, required materials including text and technology resources, classroom expectations, a comprehensive assessment plan and a full description of the overall plan’s summative assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments.</p> <p><a href="#">Summative Guide &amp; Rubric</a></p>			
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### Required Text and Reading

1. Novak, K. & Chardin, M. (2020). *Equity by design*. Thousand Oaks, Ca: Corwin Press.
2. Wiggins, G. & McTighe, J. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
3. Assigned articles and internet modules, all available via Sakai.

## More Fine Print

### Diversity and Language

Throughout the course, issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices.

In addition, in our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If needed, check out this document:

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

### Smart Evaluation

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

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

### LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

<https://www.luc.edu/education/studentlife/resources/syllabi/>

- <https://www.luc.edu/education/studentlife/resources/syllabi/>

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***.



## CLASS PARTICIPATION SELF ASSESSMENT RUBRIC

	<b>TARGET 5pts</b>	<b>ACCEPTABLE 2-4 pts</b>	<b>NOT ACCEPTABLE 0-2 pts</b>
<b>Peer Interaction</b>	Actively supports, engages, and listens to peers during synchronous sessions	Makes sincere effort to interact with peers during synchronous sessions	Limited or no interaction with peers.
<b>Online Material Preparation (points x 2)</b>	Fully completed all readings, online module activities, and assessments.	Completed most activities (skimmed readings, partially completed assignment)	Did not complete 2 or more pieces of online module content.
<b>Contribution to Class</b>	Plays an active role in discussions. Comments advance level and depth of dialogue	Comments are infrequent, but relevant and based on assigned materials	Demonstrates a noticeable lack of interest on occasion. Comments vague, if given; frequently demonstrates lack of interest
<p>Comments/Notes:</p>  <p>Grade: ____ / 20 pts</p>			

## UDL/UBD Unit Guide and Rubric Part A & B

As a part of the curriculum unit required for TLSC 340, you are required to create a comprehensive assessment plan. You will design an assessment plan to monitor student progress toward the unit goals. You should utilize multiple assessment modes and approaches that are aligned with your Unit Goals and Enduring Understandings (outlined in Stage 1). You will develop measures to assess student learning before, during, and after instruction. Your assessments should authentically measure student learning and should include a variety of UDL approved tasks. These could include performance-based task, as well as paper-and-pencil tasks, personal communication tasks, etc.

You will be given a roster of students to design a unit for. You will design the first unit you would teach in a school year. You may choose the grade and subject of your classroom. You are to formulate an assessment and data analysis action plan for this group of students. The assessment plan for your unit should include:

### Description of Student Population

- Describe the student characteristics of the class for which you are planning this unit and assessments. Identify all student characteristics you believe you must consider when designing and implementing instruction and assessment. These characteristics include but are not limited to grade level, age, gender, race/ethnicity, special needs, achievement or developmental levels, culture, language, interests, and learning styles/modalities. Some of this will be supplied to you, some of this will take creativity.
- For inclusion classrooms, you should provide a summary of the accommodations and/or modifications necessary to support students with IEPs. (You may need to arrange time to speak with the special education co-teacher.) You should explain how the accommodations and/or modifications address individual student needs. This will be supplied to you.

### List and Descriptions of Assessments

- You will list out all of the assessments in your unit, including your pre-assessment, formative assessments, and post-assessment. Include a description of each and provide a rationale explaining the alignment to the specific objectives in Stage 1.
- You will create the pre-assessment and post-assessment for your unit and *include the actual assessments and the answer key/scoring guide/rubric* in this section. In order to generate usable data, you MUST have the pre- and post-assessments aligned; therefore, the closer these two assessments are to each other and are scored using the same criteria, the more reliable and consistent your actual data will be. Your assessments will need to be carefully constructed to be sure your questions and activities will yield valid data related to your objectives, and so are actually measuring students' learning related to the unit goals.
- As you list and describe your formative assessment measures, be sure that they will provide information about student progress towards the unit goals. Be explicit about how the data will inform your decision making related to student progress. It is important for you to plan assessments that use multiple and varied methods or modes for assessing students, such as performance assessments, projects, labs, etc. that provide *Flexible Means of Expression*.

### Concluding Narrative

- Explain how you constructed your pre- and post-assessments and how they correlate with each of your Unit Goals and Enduring Understandings. Be sure to discuss why you chose the questions or activities

you included and how you are providing *Flexible Means of Expression* in the form of accommodations to meet all students' needs.

- Provide some modifications/considerations you anticipate making to this plan if implemented and **identify 1 or 2 research-based studies that you could use to inform your instruction if you taught this in the future.**

### ***Tips for Success***

- ✓ Create an assessment plan that engages students in meaningful tasks. Make certain to provide *Flexible Means of Expression* to accommodate students with IEPs or any other students who need assistance, adaptations, or differentiation.
- ✓ Create a pre-assessment and post-assessment that result in measurable scores or ratings. Make sure all items are aligned (on pre- and post-assessment) and link to a specific unit goal.
- ✓ Develop a scoring procedure or rubric and use the same key or rubric to assess both the pre- and post-assessments.
- ✓ Include a range of multiple formative assessments. You might begin your unit with tasks targeting the lower level of Bloom's Taxonomy, and then increase the difficulty of tasks later in the unit to incorporate higher-order thinking. Incorporate a range of formative assessments: paper/ pencil quizzes, authentic assessments, performance assessments, etc.

**See rubric below.**

### Assessment Plan Rubric

Graded Elements	Target (5 points)	Acceptable (4-3 points)	Unacceptable (2-0 points)
<p><b>Description of Student Population</b> Degree to which the description of student demographics illustrates the candidate’s ability to identify important contextual elements and explain why they are important and necessary in order to create an inclusive and supportive learning environment in which all students can engage in learning. <i>EU 4 S4</i></p>	<p>Candidate clearly identifies <i>at least two</i> important characteristics of the student population from the list provided (see the guidelines above) and makes a brief but insightful case for why each is important to consider when designing and implementing instruction and assessment. In addition, the candidate provides a clear and concise summary of accommodations and/or modifications necessary to support students with IEPs.</p>	<p>Candidate clearly identifies <i>one or two</i> important characteristics of the student population and makes a general case for why each is important to consider when designing and implementing instruction and assessment. The candidate also provides a summary of accommodations and/or modifications necessary to support students with IEPs, but more detail may be needed regarding how the accommodations/ modifications address individual student needs.</p>	<p>Candidate does not identify any characteristics of the student population. <b>AND/OR</b> Makes a superficial case for why one characteristic is important. <b>AND/OR</b> Does not summarize necessary accommodations/modifications. <b>AND/OR</b> Provides a superficial summary of necessary accommodations/ modifications and how they address student needs.</p>
<p><b>Validity: Assessments Aligned with Unit Goals</b>  EU3:S15 EU3:S17 EU3:S18 EU4:S6</p>	<p>Each of the unit goals is assessed through the assessment plan. All assessments are congruent with the unit goals and enduring understandings, both in content and cognitive complexity. All formative assessments are appropriately aligned with unit goals and have excellent capacity to provide data regarding student progress towards those goals.</p>	<p>Most of the unit goals are assessed through the assessment plan, but some are not congruent with unit goals and enduring understandings in content and cognitive complexity. Formative assessments are partially aligned with unit goals and have some capacity to provide data regarding student progress towards those goals.</p>	<p>The content and methods of the assessments in the plan lack congruence with unit goals or lack cognitive complexity. Formative assessments are missing, minimal, do not align with unit goals <b>AND/OR</b> have minimal capacity to provide data regarding student progress toward unit goals.</p>
<p><b>Pre- and Post-Assessments</b></p>	<p>Copies of the pre- and post-assessments, along with a scoring guide/rubric are provided. Scoring procedures and criteria for measuring student performance are clearly explained; items or prompts are clearly written; directions and procedures are clear to students.</p>	<p>Copies of the pre- and post-assessments, along with a scoring guide/rubric are provided. Scoring procedures and criteria for measuring student performance are generally explained, but might need more clarity. Items, prompts, directions, and procedures are written, but might</p>	<p>Copies of one or more of the following are not provided: pre-assessment, post-assessment, scoring guide/rubric <b>AND/OR</b> Scoring procedures and criteria for measuring student performance are missing or inaccurate <b>AND/OR</b> Items, prompts, directions, and</p>

		need more clarity for students.	procedure are poorly written and confusing to students.
<b>Flexible Means of Expression: Multiple Modes and Approaches</b>  <i>EU3:S15</i> <i>EU4:S12</i>	The assessment plan provides for flexible means of expression by including multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence. The assessment plan requires the integration of knowledge, skills, and reasoning ability.	The assessment plan assesses student performance throughout the instructional sequence. It somewhat provides for flexible means of expression by including multiple assessment modes; however most assessments are pencil/paper based <b>AND/OR</b> do not require the integration of knowledge, skills, and reasoning ability.	The assessment plan is incomplete and does not assess student performance before, during, and after instruction <b>AND/OR</b> includes minimal or no flexible means of expression through multiple assessment modes <b>AND/OR</b> does not require the integration of knowledge, skills, and reasoning ability.
<b>Flexible Means of Expression: Accommodations Based on the Individual Needs of Students</b>  <i>EU4:S8</i>	Accommodations described in the concluding narrative are appropriate to provide flexible means of expression and meet the individual needs of students. Accommodations described are consistent with the characteristics discussed in the Description of Student Population section.	Accommodations to assessments provide some flexible means of expression and are somewhat appropriate to meet the individual needs of students, but they may be limited or redundant. Accommodations are partially linked to the characteristics discussed in the Description of Student Population section.	Few or no accommodations are discussed in the concluding narrative <b>AND/OR</b> the accommodations are inadequate or inappropriate <b>AND/OR</b> the accommodations are not linked to characteristics discussed in the Description of Student Population section.
<b>Seeking Out Research to Inform Future Practice</b>	Candidate looks ahead to his/her future practice by providing some modifications s/he anticipates making to this plan if implemented. Candidate identifies <i>at least two</i> research-based studies that could be used to inform his/her instruction if teaching this unit in the future.	Candidate looks ahead to his/her future practice by providing some modifications s/he anticipates making to this plan if implemented. Candidate identifies <i>at least one</i> research-based study that could be used to inform his/her instruction if teaching this unit in the future.	Inappropriate or no modifications are provided. <b>AND/OR</b> No research-based studies that could be used to inform future instruction are provided.
Notes and Comments:			
Grade: _____ / 30			

## UDL/UBD Unit Guide and Rubric Part C & D

This assignment requires that you design a standards-based curriculum unit in a specific content area using Understanding by Design.

### Curriculum Unit Components:

#### Rationale

You should include a *one to two page* rationale for your unit. Be sure to:

- Explain the importance or relevance of the topic (i.e., Why is this worth teaching? Why is this worth students knowing?).
- Describe the students for which this unit was designed and explain why the topic is relevant for this group.
- State the enduring understandings and essential questions explored throughout the unit.
- Explain how the unit builds, day-to-day, to help students grasp the enduring understandings and to better answer the essential questions.
- Describe how you will provide *Flexible Means of Representation*, *Flexible Means of Engagement*, and *Flexible Means of Expression* throughout the unit.
- Discuss how the culminating performance assessment will provide evidence to show that students really understand the topic.

#### 2-Page Template (Stages 1, 2, and 3)

You must use the *Understanding by Design* model when designing your instructional unit. You are required to complete all of the elements of the two-page template. A template you can type directly into is posted on Sakai. Some of the major components include:

##### Stage 1: Desired Results

- **Unit Goals, Enduring Understandings, Essential Questions and Key Objectives**  
These should be aligned to the appropriate standards, given your content area. Objectives will be broken down into key knowledge and skills (what students will know and be able to do).
- **Principles of UDL**  
At this stage, you can differentiate your learning objectives to reflect the flexible means in your assessment, and it is a clear way to show how you are incorporating a student's IEP goals into your unit.

##### Stage 2: Assessment Evidence

- **Culminating Performance Assessment (Performance Task & Key Criteria)**  
You must create an authentic performance task as the culminating assessment for your unit. You must use the GRASPS format to make a student handout that would be given to students in your class to introduce the assignment, along with a detailed rubric. Examples of authentic performance assessments, as well as a template of the GRASPS format, are posted in Sakai.
- **Other Evidence (Assessment Plan)**  
You must include the list of assessments detailed in your comprehensive assessment plan. See those assignment guidelines for details.

- **Principles of UDL**

In both the culminating assessment and the comprehensive assessment plan, be sure to indicate how you will provide *Flexible Means of Expression* to meet the needs of all learners.

### **Stage 3: Learning Activities**

- **WHERE TO Considerations**

You will use the WHERE TO elements to describe the development of your learning plan. Provide a narrative explaining how each element is addressed, being mindful of the desired result in Stage 1 and needed evidence in Stage 2. Provide an overview of each of the five lessons. Detailed lesson plans to follow, not included in this unit/grade.

**Assessment Plan Revisions:**

By the time you turn in your full unit plan you will have been given assessment plan feedback. This feedback is to be incorporated into your unit plan, and the assessment plan should be updated and revised to reflect the feedback you received.

**Part C Rubric :Interdisciplinary UbD Curriculum Unit Rubric**

	<b>Target (5 points)</b>	<b>Acceptable (4-3 points)</b>	<b>Unacceptable (2-0 points)</b>
<b>Rationale</b> EU4:S4 EU6:K5 EU8:K1	Candidate has offered a thoughtful rationale for teaching the unit. The student description is thorough.	Candidate has offered an adequate rationale for teaching the unit. The description of the students is adequate.	The candidate's rationale is superficial. The description of students is inadequate.
<b>Relevant Standards/Unit Goals</b>	Candidate has chosen relevant content standards as unit goals to be addressed. The number of standards chosen is appropriate for the unit.	Candidate has chosen mostly relevant content standards that the unit will address but has too many or too few standards for the unit.	The standards chosen are not relevant to the instructional unit or the candidate has failed to list standards.
<b>Enduring Understandings</b> EU6:K5 EU3:S2	The candidate has clearly and correctly identified the big idea(s) that students should understand by the end of this unit. These big ideas are at the heart of the content.	The candidate has adequately identified the big idea(s) that students should understand, but they have missed one or more of the ideas that are at the heart of the content.	The candidate has incorrectly identified the big ideas that students should understand as the result of the unit or no understandings were provided.
<b>Essential Questions</b> EU6:K5 EU3:S2	Candidate has developed provocative questions that will foster inquiry, understanding, and transfer of learning.	Candidate has developed questions that will guide the unit, but are missing the power of well-developed essential questions.	Candidate has failed to develop questions that will guide the unit. They are either missing or ineffectual.
<b>Key Objectives: Students will know...</b>	Candidate has identified the key knowledge that students will acquire as a result of the unit. All knowledge indicators are of appropriate number and quality and are tied to the standards/unit goals.	Candidate has identified most of the key knowledge that students will acquire as a result of the unit. These knowledge indicators are an appropriate number. Most indicators are of good quality and are tied to the standards/unit goals.	Candidate has failed to identify the key knowledge that students will acquire as a result of the unit. The knowledge indicators are not of appropriate number and quality and are not tied to the standards/unit goals.
<b>Key Objectives: Students will be able to...</b>	Candidate has identified the key skills that students will acquire as a result of the unit. All skill indicators are of appropriate number and quality and are tied to the standards/unit goals.	Candidate has identified most of the key skills that students will acquire as a result of the unit. These skill indicators are an appropriate number. Most indicators are of good quality and are tied to the standards/unit goals.	Candidate has failed to identify the key skills that students will acquire as a result of the unit. The skill indicators are not of appropriate number and quality and are not tied to the standards/unit goals.
<b>Key Objectives: ABCD format</b>	All knowledge and skill indicators assessed through the	Most knowledge and skill indicators assessed through the	Knowledge or skill indicators assessed through the



	summative assessment are written as measurable objectives using the ABCD format.	summative assessment are written as measurable objectives using the ABCD format.	summative assessment are missing several components of the required ABCD format.
<b>Performance Task</b> EU3:S15 EU4:S4	Candidate has developed an engaging and thoughtful authentic performance task that will document the desired understandings. The key criteria for performance has been clearly identified. Students will identify with the real-world context of the assessment. The evidence is meaningful and clearly aligned with objectives.	Candidate has developed an authentic performance task that will document the desired understandings. The key criteria for performance has been identified. The evidence is aligned with objectives.	Candidate has failed to develop an authentic performance task that will document the desired understandings. The key criteria for performance has not been identified. The evidence is not aligned with the objectives.
<b>Performance Task Rubric</b>	Candidate has included a well-developed rubric for the performance task. Students would have no question about the requirements of the assessment and how they will be assessed.	Candidate has included a rubric for the performance task. The rubric has a few missing elements.	Candidate's rubric is not adequately tied to the assessment or is missing.
<b>Other Evidence (formative assessment plan)</b> EU3:S15	Candidate has clearly identified the other evidence that will be used demonstrate student achievement of the desired results. The evidence is meaningful and clearly aligned with objectives.	Candidate has identified the other evidence that will be used to demonstrate student achievement of the desired results. The evidence is somewhat aligned with objectives.	Candidate has failed to identify the other evidence that will be used to demonstrate student achievement of the desired results or the evidence is not aligned with objectives.
<b>UDL Principles</b> EU3:S15	All UDL principles (representation, expression, engagement) are clearly present across unit stages. The rationale thoroughly describes how these principles are evident throughout the unit. Assessment and instructional design choices are justified with many references to the UDL guidelines and show an in-depth understanding of how to use the UDL guidelines to design units and lessons.	Most UDL principles are present across unit stages. The rationale describes how these principles are evident throughout the unit. Assessment and instructional design choices are justified with some references to the UDL guidelines and show an understanding of how to use the UDL guidelines to design units and lessons.	Few or no UDL principles are present in the unit. The rationale does not adequately describe how these principles are evident in the unit. Assessment and instructional design choices are not justified with references to the UDL guidelines and/or show a weak understanding of how to use the UDL guidelines to design units and lessons.

<b>Interdisciplinary Connections</b>	Interdisciplinary connections are highly appropriate, meaningful, and relevant. Connections are made explicit across all unit stages (i.e., standards, goals, objectives, formative and summative assessments, learning plan).	Interdisciplinary connections are appropriate, meaningful, and relevant. Connections are made across most of the unit stages.	Interdisciplinary connections are not appropriate, meaningful, and/or relevant OR are missing.
<b>Assessment plan revisions</b>	All revisions and updates have been made.	Most revisions have been made.	Zero or few revisions were made.
<b>Grammar, Spelling, Formatting.</b>	Strict adherence to prescribed format, including accurate spelling, grammar, and tense.	Mostly adhered to prescribed format evident, spelling grammar, and tense.	Substantial revisions needed in: format, spelling/grammar
<b>Notes/Comments:</b>			
Grade: _____/70			

**Part D: Lesson plans Curriculum Unit Rubric**

	<b>Target (5 points)</b>	<b>Acceptable (4-3 points)</b>	<b>Unacceptable (2-0 points)</b>
<b>Lesson plan descriptions of learners, and environments</b>	All descriptions are written using person first language, and objectively.	Most descriptions are written using person first language, and objectively.	Descriptions lack person first language, and are written with subjectivity.
<b>Objectives, Materials, and Technology</b>	ALL objectives are clear, succinct, aligned to the unit objectives and written with UDL principals.	Most objectives are clear, succinct, aligned to the unit objectives and written with UDL principals.	Objectives are not written clearly, succinctly, or aligned to the unit objectives and written with UDL principals.
<b>Instructional Methods</b>	All lessons are differentiated appropriately for learners. Materials use UDL principals and considerations, and appropriate assistive technology is considered.	Most lessons are differentiated appropriately for learners. Materials use UDL principals and considerations, and appropriate assistive technology is considered.	Few lessons are differentiated appropriately for learners. Materials use UDL principals and considerations, and appropriate assistive technology is considered.
<b>Data Analysis &amp; Interpretation</b>	<p>Candidate analyzes data from performance task for evidence of student learning in terms of the number of students meeting objectives and the overall performance for the whole class. Analysis includes finding patterns of student learning performance above and beyond required analyses.</p> <p align="center">OR</p> <p>Candidate analyzes data from all formative assessments in terms of what students understood, what errors students made, what misconceptions were present in students' learning and how candidate will adjust pedagogy based upon analyses.</p> <p>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</p>	<p>Candidate analyzes data from performance task for evidence of student learning in terms of the number of students meeting objectives and the overall performance for the whole class.</p> <p align="center">OR</p> <p>Candidate analyzes data from most formative assessments in terms of what students understood, what errors students made, and how candidate will adjust pedagogy based upon analyses.</p> <p>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</p>	<p>Candidate fails to analyze data from performance task for evidence of student learning.</p> <p align="center">OR</p> <p>Candidate fails to analyze data from formative assessments along required parameters and/or is missing suggestions for how candidate will adjust pedagogy based upon analyses.</p> <p>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</p>
<b>Reflection</b>	Candidate provides thoughtful, compelling and insightful ideas for redesigning learning goals, objectives, instruction, and assessment and explains why these modifications would	Candidate provides ideas for redesigning learning goals, objectives, instruction, and assessment but offers no rationale for why these changes	Candidate provides no ideas or inappropriate ideas for redesigning learning goals, objectives, instruction, and assessment.

	improve student learning. Candidate uses the evidence from this experience to reflect on their future practices.	would improve student learning.	
<p>Notes/ Comments:</p>  <p>Grade: ____ / 25</p>			

**(Adjusted for Special Education Candidates)**

**Spring 2021**

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 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.

**Part I: Course Outline/Introductory Letter**

- **Course Information:** Title and Level, Instructor Contact Information (How can students contact you? How can they get help?), and Course Materials (Text and items students need to bring)
- **Course Description:** What content and themes will the course examine? What skills will be addressed during this course (academic or other)? What do you hope to accomplish with the students during this course (think about the Six Facets of Understanding)?
- **Schedule of Units:** List the units of the course and the time allotted for each.
- **Assessment Plan and Grading Policy:** What is your philosophy on assessment? What types of assignments will you assign? How much does each count towards students' final grades? What is the grading scale? What is your policy on late assignments?
- **Classroom Expectations:** What are some of the routines and procedures students will follow while in your class? What are some of your classroom rules for everyone to follow? What should students expect from you (how will you hook and hold their interest; how will you tailor learning to varied needs, interests, and styles)? How will students self-evaluate, revise, and reflect on their learning and thinking?

**Part II: Unit Plans Framework**

- **Content Standards:** Indicate the standards addressed by each unit. You will need to choose the specific benchmarks of the required standards and include their full text. You must also integrate the SEL Standards across the curriculum plan.
- **Unit Goals and Enduring Understandings:** These should reflect what you want students to understand after the unit of study. They should reflect the big ideas and major themes of each unit. Candidates can include essential questions addressed in specific units.
- **Unit Assessment Plan:** Develop a general unit assessment plan that describes the pre-assessment, 2-3 formative assessments, and a summative unit assessment. All assessments should align with the unit goals and standards. When appropriate, identify key components of a rubric to establish the criteria for evaluation of summative assessment (you do not have to provide a fully developed rubric).
- **Rationale:** Describe the thought process behind the scope and sequence for the year-long curriculum plan. Unit by unit, address reasons for interdisciplinary connections, highlight the integration of technology and its use to enhance student learning and discuss the use of Universal Design for Learning.

**Part III: For one unit only**

**Unit Learning Plan and Learning Process:** Describe the WHERETO elements and develop a **3-4 week calendar** that charts the standards, appropriate EUs & EQs, topics, activities and formatives students will engage in throughout the unit. Each day needs to identify a topic of focus and outline the activities designed to examine the topic. The learning plan must be aligned with the overall unit plan. (You have completed this as part of your Unit Plan, Sections C & D).

**Sequence 6 Summative Assessment Rubric  
(Adapted for Special Education Candidates)  
Spring 2021**

**Course Outline/Introductory Letter**

	<b>Target</b>	<b>Acceptable</b>	<b>Still Achieving</b>
<b>Course Information</b>	TC includes the title and level of instruction, contact information, and course materials including texts.	TC includes three of the four components of course information.	TC includes two or fewer components of the course information.
<b>Course Description</b>	TC identifies and describes appropriate course content and themes that are well-sequenced.	TC identifies and describes appropriate course content and themes.	TC identifies course content and themes.
<b>Schedule of Units</b>	TC lists the units that compile the course and includes the amount of time that each unit will last. Units are appropriate to the course and time limit indicated.	TC lists the units that compile the course and includes the amount of time that each unit will last.	TC lists the units that compile the course.
<b>Assessment Plan and Grading Policy</b>	TC describes course assignments, the weight of each assignment, and includes a grading scale. All three items are appropriate to the course content.	TC describes course assignments, the weight of each assignment, and includes a grading scale. These are only somewhat appropriate to the course content.	TC describes course assignments, the weight of each assignment, and includes a grading scale.
<b>Classroom Expectations</b>	TC describes classroom expectations and routines emphasizing social emotional and behavioral growth. TC offers explanation of how students will self-evaluate, revise and reflect on their learning and contributions to classroom community.	TC describes classroom expectations and routines. TC provides general information related to how students will receive feedback on their learning.	TC's description provides minimal details to understanding expectations for the learning environment.

## Unit Plans Framework

	<b>Target</b>	<b>Acceptable</b>	<b>Still Achieving</b>
<b>Content Standards</b>	TC meaningfully integrates interdisciplinary approach while identifying content standards that appropriately correspond to the year-long plan	TC identifies content standards that appropriately correspond to the year-long plan. Incorporates interdisciplinary approach.	Content standards are incomplete.
<b>Unit Goals</b>	TC identifies meaningful interdisciplinary unit transfer goals with enduring understandings and essential questions that promote generalization.	TC identifies appropriate unit transfer goals with relevant enduring understandings and essential questions related only to content standards.	Missing or weak transfer goals; enduring understandings and essential questions are disconnected from content standards
<b>Unit Assessment Plan</b>	TC includes thorough assessment plans describing pre-test, formative assessments, and summative assessments. Assessments closely align with unit goals and standards.	TC includes an assessment plan with summative assessment descriptions only. Assessments somewhat align with unit goals and standards.	Assessment plan is incomplete or does not align with unit goals and/or standards.
<b>Rationale</b>	Rationale thoroughly justifies choices and includes each component in the project description.	Rationale justifies choices and includes each component in the project description.	Rationale is missing one or more required components.

<b>FOR ONE UNIT ONLY***:</b>			
<b>Unit Learning Plan</b>	TC explains all of the WHERETO elements related to the learning activities for the unit. The activities are varied and appropriate. Activities actively engage students and give them substantial responsibility for their learning.	TC explains most of the WHERETO elements related to the activities for the unit. The activities show some variety. Activities place students mostly in an active learning role and give them some responsibility for their learning.	TC is missing many of the WHERETO elements related to the activities for the unit. The activities listed lack variety and/or are not appropriate. Activities place students mostly in a passive learning role.
<b>Calendar</b>	TC includes a complete calendar. The calendar includes the Standards, EUs/EQs, focus topic, instructional strategies and/or formative assessments used.	TC includes a calendar. The calendar includes most required elements.	TC fails to include a calendar or has a calendar with most elements missing.

**\*\* This was already graded in sections c & d, and only re-graded if improvements are need**

<b>Overall Curriculum Plan</b>			
	<b>Target</b>	<b>Acceptable</b>	<b>Still Achieving</b>
<b>Incorporation of Technology</b>	TC incorporates varied forms of technology that enhance each unit.	TC incorporates technology that enhances the unit.	Technology is limited or non-existent.
<b>Diverse Learners</b>	TC incorporates principles of Universal Design for Learning (UDL) throughout the plan in meaningful and appropriate ways.	TC incorporates some principles of UDL in some units throughout the plan.	UDL is not present in curriculum plan.

Notes & Comments:

Grade: \_\_\_/65



## Course Calendar Spring 2021

Our course will use both asynchronous (non-live) and synchronous (live) sessions. We will typically meet every Thursday morning at 9am. You should plan to be busy between 9am-12pm, although we won't be meeting that entire time. You should expect your asynchronous content to take about 2-3 hours per week, beyond reading the assigned text.

**Asynchronous content should be completed by Thursday's class time.** Synchronous meetings will never go longer than an hour at once and are meant for community building, content delivery, and Q & A. If you need support, please feel free to send me an email or jump onto my [appointment calendar](#).

Week	Module	Topic	Due
1	Asynchronous	Course Overview: Pre-course module	1/21
	Live: 1/21	Course Overview: Introductions & tech	
2	Asynchronous	UDL & Social Justice	
	Live: 1/28	UDL & Social Justice: Check for Understanding	Mod. Due
3	Asynchronous	UBD Stage 1	
	Live: 2/4	UbD Stage 1: Check for Understanding	Mod. Due
4	Asynchronous	UBD Stage 2	
	Live: 2/11	UbD Stage 2 Check for Understanding	Mod. Due
5	Asynchronous	UDL Personalized Learning	
	Live: 2/18	UDL Personalized Learning: Check for Understanding	Mod. Due
6	Asynchronous	UbD Stage 2	
	Live: 2/25	UbD Peer Review	<b>PART 1</b>
7	Asynchronous	UDL (Identity) / UbD Stage 3	
	Live: 3/4	Check for Understanding & Observations	
8	Asynchronous	UDL Culturally responsive/ Stage 3	
	Live: 3/11	Check for Understanding & Observations	
9	Asynchronous	UDL Review	
	Live: 3/18	Check for Understanding & Observations	<b>PART 2</b>
10	Asynchronous	Choose your own: High Leverage Practices	
	Live: 3/25	Peer Conferences	
11	Asynchronous	Choose your own: High Leverage Practices	
	Live: 4/1	Peer Conferences	
12	Asynchronous	Semester Review	
	Live: 4/8	<b>Sequence Summative</b>	<b>DUE</b>