Preparing people to lead extraordinary lives

TLLSC 340: Teaching and Learning in an Area of Specialization
Sequence 6: Integrating Content, Cultures and Communities
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester, 2021, Online

Land Acknowledgement Statement

The Loyola community occupies the ancestral homelands of the people of <u>the Council of Three Fires</u>, 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 landthat 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 <u>1833 Treaty of Chicago</u> 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.

Instructor Information

Name:	Dr. Ambareen Nasir
E-mail:	**anasir1@luc.edu**
Virtual office hours:	Thursdays 10:30-11:30AM or by appointment; Zoom link posted in Sakai
Responsiveness:	Instructor will reply within 24-48 hours to all emails during weekdays. Instructor has limited email access on Tuesdays.
Class meetings:	1 synchronous session each week, typically on Thursdays 9-10:30AM, facilitated via Zoom AND 2 synchronous sessions each week to be completed by the dates/time listed on the schedule

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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

Module Information: Class Meetings
- January 19 to February 12, 2021
- 1 synchronous session each week, typically on Thursdays 9-10:30AM, facilitated via Zoom
- 2 synchronous sessions each week to be completed by the dates/time listed on the schedule

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Module Readings
Required:
- Wiggins, G., & McTighe, J. (2005) Understanding by design Alexandria, VA: Association for Supervision and Curriculum Development ASCD. Colomb. ISBN number is 9781416600350

Highly recommended
- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press

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Module Description
Teacher candidates further develop their understanding and application of designing instruction in an area of specialization. Teacher candidates observe classrooms that utilize UbD and interview a cooperating teacher educator about his/her use of UbD as a framework for teaching. Candidates focus on connecting content to students' lives and interview two to three students to ascertain how they make meaning out of content in connection with their lives. Teacher candidates then observe how teachers include reading, writing, listening, speaking, and viewing in their instruction of content and how they differentiate instruction using suggested strategies in the UDL Guidelines Checklist. Teacher candidates

co-plan with cooperating teacher educators to develop a five-lesson content area unit and pre-, formative, and post-assessments to assist in better understanding student learning and the strengths and weaknesses of the instructional strategies chosen. Making adjustments to instruction based on pre- and formative assessments, teacher candidates implement the five-lesson content area unit with the cooperating teacher educator. Candidates administer the post-assessment and analyze the data to understand the teaching and learning of the specific content. Finally, teacher candidates administer a short survey to get student feedback on the series of lessons, including what worked well, what could have been improved, and what suggestions they have for future lessons, and they identify research articles to assist them in strengthening their areas for growth.

Module Goals

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

As a part of this module, candidates will understand that effective educators:
- use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- use data to drive instruction and assess teaching and learning effectiveness.
- apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:
- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (3Q; 3I) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)

- Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M; 5J; 5P) (IB)
- analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- make data-driven decisions using assessment results to adjust practices to meet the needs of each student (5P) (IB)
- use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
- Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive web sites, blogs, online research. (2F; 2L; 2O; 5N; 5O; 9S; 9T)

Late Policy:

Keep in mind this is only a four-week course, so you are expected to keep up with the assignments and to submit on time. Due dates for every assignment are provided in the syllabus tentative schedule, posted in Sakai, and reminders are sent in weekly email announcements.

I recognize that sometimes "life happens." In these instances, you may use ONE allotted flex day. You do not need to provide me with the reason, simply complete the flex day forum located in Sakai before the due date of the assignment. **You will have until February 23, by 11:30PM to submit one late assignment without penalty**.

You cannot use the flex day on the final assignment (e.g. UbD and Assessment plan) due February 23, 11:30PM. No late work will be accepted after February 23, 11:30PM as we will be starting a new course, TLSC 350.

Once you've exhausted your flex day, you will have a one-week extension from the original due date to submit the late work. Late points will be deducted, 20% off the grade earned. No late work will be accepted after the one-week extension. Also, no late work will be accepted after February 23, 11:30PM as we will be starting a new course, TLSC 350.

If you experience extenuating circumstances (e.g. you are hospitalized) that prohibit you from submitting your assignment, please provide documentation (e.g. doctor's note) and let me know. I will evaluate these instances on a case-by-case basis.

Module Assignments

- ***Module Participation: 30% of final grade***

  Candidates will participate in 4 synchronous check-ins via Zoom and 8 asynchronous online lessons, with one synchronous check-in and 2 asynchronous lessons per week for the duration of the 4-week module. Each check-in will last 1-1.5 hours whole class via Zoom. Attendance will be kept for each session to inform final participation grade. The asynchronous sessions will take 4.5 hours of time and does not include the time to complete post session tasks. Lessons can be completed at the designated before session and after session dates on the course schedule. See holistic rubric below:

Score	Criteria
30	Candidate fully participates in all 4 check-ins; completes 4 prework tasks and 4 after

	sessions tasks with high quality on time; and maintains regular and positive communication with the professor and peers.
25	Candidate partially participates in all 4 check-ins; completes 4 prework tasks and 4 after session tasks with adequate quality on time; and maintains somewhat regular and positive communication with the professor and peers.
20	Candidate fully participates in all but 1 check-in or lesson and maintains regular and positive communication with the professor and peers.
15	Candidate partially participates in all but 1 check-in or lesson and maintains somewhat regular and positive communication with the professor and peers
10	Candidate fully participates in all but 2 check-ins or lessons and maintains regular and positive communication with the professor and peers
5	Candidate partially participates in all but 2 check-ins or lessons and maintains somewhat regular and positive communication with the professor and peers
0	Candidate fails to complete 3 or more check-ins or lessons and does not regularly or positively engage with professor and/or peers

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- *Content-Specific, Standards-Aligned Curriculum Unit: 40% of final grade*
  - o Candidates will develop a standards-based unit using the Understanding by Design framework. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning.

- *Assessment Plan Rationale: 20% of final grade*
  - o As part of the Curriculum Unit listed above, candidates will design an assessment plan to monitor student progress toward learning goals. Candidates will use multiple assessment mode and approaches aligned to enduring understanding to develop measures to assess student learning before, during, and after instruction.

- *Sequence Summative Assessment: 10% of final 340 grade and 10% of final 350 grade*
  - o After completing the modules in this sequence, teacher candidates will apply their understanding of the research and practice in their area of specialization to design a year-long curriculum plan for a specific age or grade-level or course within a particular content area that includes 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

Course Organization:
  - o This course was strategically and thoughtfully designed as a blended synchronous/asynchronous online course to mediate your learning, critical thinking, and discussion related to the course objectives.
  - o *Synchronous check-ins* will occur at the end of each week. These will give the full class a chance to touch base, have meaningful discussions, ask questions, and workshop on projects in real time.

o *Asynchronous lessons* can be completed at your convenience prior to the due date indicated on the syllabus schedule. Each weekly lesson should take approximately 4.5 hours of time. This does not include the additional time needed to complete before session and after session tasks.

Please note:

- Synchronous check-ins will not be recorded. It is expected that candidates attend at the date and time that they are scheduled.
- If you are unable to attend a check-in or complete a lesson, it is your responsibility to notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence or missed work. If there is an emergency, contact your professor as soon as reasonably possible. After missing one check-in or lesson, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments on time. If you need support, reach out to your professor to schedule a meeting.
- Check email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.

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

LiveText will be used for submission of assignments. Information regarding LiveText can be obtained on the LUC SOE webpage http://www.luc.edu/education/admission/tuition/course-management-fee/ Candidate access to LievText is at www.LiveText.com

INSTRUCTOR COMMITMENTS:
This semester will be unlike any that I have taught at the university and surely unlike your experiences to date as a student. Together, we will make this semester productive and valuable to your development as an educator, while simultaneously prioritizing care, well-being, and balance. Here are my commitments to you.

• CARE: The first priority of the semester is your well-being and that of those around you. You cannot learn and develop as an educator unless your core needs are being met. Please take care of yourself and your physical and mental well-being amid all that is going on around us. Should I be able to support that in any way, please let me know.

• FLEXIBILITY: Your health and well-being come first, requiring flexibility in coursework. Assignments and due dates listed on the syllabus are certainly the expectation; however, should a situation arise that require your attention, please reach out to me. You can disclose whatever you wish to disclose, and we will work to a reasonable solution.

• RESPONSIVENESS: If the last few months are any indication, then the semester could unfold in any number of ways. I will respond to those changes and your related needs and concerns to my best capacity. I will look to you as my co-designers of this class trajectory. If something needs to change, then reach out and alert me to your concerns.

• REFLECTIVE: This course requires reflection upon your own experiences in education and what you wish to contribute moving forward. I also commit to ongoing and critical reflection, as my role as a professor is changing drastically. This course will not be business-as-usual, and we will use the current context to guide our reflection and action.

• SOLUTIONS-ORIENTED: This course content revolves around learning from students and I take that commitment as seriously in my own pedagogy as I encourage you to be in your future teaching. As we face uncertainly with distance learning, racial injustice, and other social struggles in the time of this pandemic, we can use our course content to remain focused on learning from and with each other to guide our work and improve the learning context for all.

Loyola University Chicago
School of Education
Syllabus Addendum

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.

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.

Privacy Statement:

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.

Class Conduct:
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.

Student Support:
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 [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (http://www.luc.edu/sswd/).

Center for Student Access and Assistance:
*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.*

Academic Tutoring
Loyola provides several services to all students related to academic tutoring including: TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes. https://www.luc.edu/tutoring/

Clinical Experiences and Course Contact Hours
Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Coordinated Assistance and Resource Education (CARE)
If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.
https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/

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.

- 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)

SEE SCHEDULE NEXT PAGE

TLSC 340 SPRING 2021 ~Schedule is subject to change~			
Dates	**Before session Due: Thursdays 9 AM (see Sakai page)**	**Zoom session Thursdays 9-10:30AM (about 1 – 1.5 hour)**	**After session Due: Tuesdays 11:30PM (the week after)**
Week 1 1/19 – 1/24	*Introduction to UbD* Week 1 forum due 9/21, 9AM	Workshop #1 Analyzing UbD unit plan	Unit topic rationale + select standards; *Due 1/26, 11:30PM*
Week 2 1/25 – 1/31	*Desired results* Week 2 forum due 9/28, 9AM	Workshop #2 Stage 1 template	Stage 1 template draft; *Due 2/2, 11:30PM*
Week 3 2/1 – 2/7	*Assessment plan* Week 3 forum due 2/3, 9AM	Workshop #3 Stage 2 template Assessment plan	Stage 2 template draft *Due 2/9, 11:30PM*
Week 4 2/8 – 2/14	*Learning activities* Week 4 forum due 2/11 9AM	[No Zoom Class, First Spring Break]	
*Week 1, TLSC 350 2/15-2/21	Wrap up TLSC 340 + Begin TLSC 350	Workshop #4 Peer feedback UbD Lesson planning	Stage 3 template draft *Due 2/16, 11:30PM* UbD/Assessment plan *Due 2/23, 11:30PM*