



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

**TLLSC 340: Teaching and Learning in an Area of
Specialization (Jan 18-Feb 10)&**

**TLLSC 350: Teaching and Learning with a Global
Framework (Feb 15- April 07)**

Sequence 6: Integrating Content, Cultures and Communities
Teaching, Learning, and Leading with Schools and Communities
Spring 2022 // Blended

Module Information

Meeting dates and times:	January 18- April 07, 2022 ◆ Tuesdays Asynchronous & ◆ Thursday Synchronous 9:30-11:30 am
Zoom Link:	https://luc.zoom.us/j/84018288866

Instructor Information

Christina Woods cwoods1@luc.edu 708.228.6145 <i>Office hours are by appointment only.</i>
Responsiveness: The easiest way to connect with me is via text or email. I will respond within 24 hours Monday-Friday. After 3pm on Friday, I may not respond until Monday.

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

Assignment Name	Due
Weekly Modules	Weekly by Thursday 9am
UDL Interdisciplinary Unit Part 1	2/24/21
UDL Interdisciplinary Unit Part 2	3/17/22
Sequence Summative Assessment	4/07/22

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 if school sites open. 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 formative assessments.

Assessment

- Candidates develop 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, utilizing sample experiences if virtual.
- Teacher candidates will analyze their unit, samples of student work (if possible), 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 does the UDL framework create student voice and student choice?
- 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?

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- What does it mean to be a responsible citizen and teacher within our diverse communities and the larger world?
- What is social justice? How does it apply to curriculum and instructional design?
- 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 does our identity shape our teaching moves and curriculum choices?
- How are academic disciplines related to one another? What barriers exist in academic disciplines? How can we disrupt them?

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

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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Reflect and carry out the School of Education's mission of professionalism educational contexts to advocate with and for students and families. • Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups. • Apply knowledge of policy and local, state, and national |
|---|---|

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 DigiCation 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 name and pronouns, regardless of what is written on the school's roster. Please let me know how to address you 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 us know 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. **I lip read**—it helps me a ton to see your faces!
- Try to treat the remote environment as you would the in-person learning environment
- If you cannot make a digital meeting, please alert me as early as possible, with a minimum of 24 hours notice—we are a small group and **I plan with your presence in mind!**
- If you are absent during a digital meeting, you will need to view the class recording and complete the learning tasks.

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.
- **Late Work:** Late assignments will be accepted, but may forfeit the chance for feedback and thus resubmission. Persistently late work will require a meeting with me and/or an academic referral.
- **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 4pm may not receive a response until Monday.
- **Formatting.** Unless otherwise noted, all assignments must be typed, double-spaced, using 12 point Times New Roman font. 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.

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.

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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page. 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. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in [on-campus surveillance testing](#)—even if fully vaccinated and boosted.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

***Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.

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><i>Participation in weekly module</i> Candidates are expected to consistently and actively participate in all class learning tasks, 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 modules and (d) involvement in classroom discourse. Due by Thursday's class time</p>	30%	20%	Thursday 9am.
<p><i>Checkpoint Activities</i> Candidates are expected to complete learning tasks and graphic organizers related to the Unit plan for submission. These assignments are meant for feedback are embedded in weekly modules.</p>	30%	20%	Ongoing
<p><i>Part 1: Interdisciplinary Curriculum Unit Plan Sections A & B</i> 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 if it is available. If not, we will improvise as authentically as possible. Assessments should occur before, during, and after instruction. Finally, you will reflect on instructional changes you might need to make and identify two research-based studies that could be used to inform instruction in your future teaching. Part 1 Guide and Rubric</p>	40%	--	2/25/21
<p><i>Part 2: Interdisciplinary Curriculum Unit* Sections C & D</i> 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</p>	--	40%	3/18/21

<p>collection. <u>Teacher candidates will write 5 lessons using the lesson plan template provided in the UDL unit plan.</u> If possible, 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. Part 2 Guide and Rubric</p>			
<p><i>Sequence Summative Assessment</i> 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 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. Summative Guide & Rubric</p>	--	20%	4/8/21

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

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards

SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified within the context of this course as it specifically explores curriculum planning, instruction, and assessment as it relates to students with exceptionalities as well as culturally and linguistically diverse students. These modules focus on the role of the teacher in making educational decisions and advocating for students who hold marginalized identities. In this sequence, two conceptual framework standards are addressed. They are:

CF2: Candidates apply culturally responsive practices that engage diverse communities.

CF3: Candidates demonstrate knowledge of ethics and social justice.

Section III:

- Smart Evaluation
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

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 you 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 I can gain insight in to how to improve my teaching and the department can learn how best to shape the curriculum.

Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements.

Additional ONLINE Course Policies

***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

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/>).

***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***.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>