



LOYOLA UNIVERSITY CHICAGO

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 2022

Instructor Information

Dr. Ambareen Nasir

E-mail: anasir1@luc.edu

Office hours: After class or by appointment

Module Information

Dates: January 18 – February 14, 2022

Days: Tuesdays & Thursdays

Times: 8:30 – 12:30pm

Course format: Hybrid (face to face and online)

- Synchronous/Zoom meeting times: Thursdays 10:00-12:30 pm
- On-Campus Location: Mundelein Room 408
- School-Site Location: TBA

Virtual office hours: Thursdays 12:30 – 1:30PM. Zoom link provided in Sakai.

Communication: Best way to reach me is email. I will respond within 48 hours (except weekends)

***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 webpage 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.

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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. Candidates focus on connecting content to students' 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 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. Candidates consider post-assessment and analyze the data to understand the teaching and learning of the specific content.

Learning Outcomes

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)
- Monitor and adjust strategies in response to qualitative feedback from students and student performance. (3M; 5J; 5P) (IB)

Module Readings/Required Texts

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press (available [e-book](#) via LUC library).
- Wiggins, G. & McTighe, J. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (available [e-book](#) via LUC library).
- *Understanding by Design* (2000). Association for Supervision and Curriculum Development ([video](#) available via LUC library)

Module Assignments

Module Participation: 30% of final grade

○ Candidates are expected to consistently and actively participate in all online class activities and discussions. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles.

Content-Specific, Standards-Aligned Curriculum Unit: 40% of final grade

○ Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. Candidates must provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Explain & describe incorporation of language into planning. Candidates should provide evidence of the application of the basic principles of Universal Design for Learning.

Assessment Plan and Implementation: 20% of final grade

- As part of the Curriculum Unit required for TLSC 340, candidates are required to

create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit’s learning goal(s). Candidates should utilize multiple assessment modes and approaches that are aligned with the unit’s learning goals/enduring understandings. Candidates will use and reflect on the use of the core principles of UDL to differentiate instruction and assessment based on formative assessment data. Candidates will reflect on instructional changes they might make and identify up to three research-based studies that could be used to inform instruction in future teaching.

• Sequence Summative Assessment: 10% of final grade

- 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 trans-disciplinary 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.

Grading Policy & Scale

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

- 93% - 100% A
- 90% - 92% A-
- 87% - 89% B+
- 83% - 86% B
- 80% - 82% B-
- 77% - 79% C+
- 73% - 76% C
- 70% - 72% C-
- 67% - 69% D+
- 63% - 66% D
- 60% - 62% D-
- Below 60% F

Late Work/Make up- Policy

All work is expected to be turned in on time. Late assignments will not be accepted three days after the original due date and are penalized 25%. An assignment is considered late if it is not submitted by the due date. Exceptions to this policy are rare and are for extreme cases. All assignments are due by 11:59pm on the assigned date.

Syllabus Addendum

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 Diversity

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. While this module does not assess one of the Conceptual Framework Standards, the content is nevertheless grounded in the overarching principles of the Conceptual Framework. This module addresses many of the major policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings. By focusing on policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education and instructional contexts for students with special needs).

Content for this course is designed to highlight theoretical considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework.

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. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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/>

Smart Evaluation

Towards the end of each module, 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.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

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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.*

Syllabus Addendum Link <https://www.luc.edu/education/academics/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***.

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.

Course Organization:

This course was strategically and thoughtfully designed as a blended synchronous/asynchronous online and face to face course to mediate your learning, critical thinking, and discussion related to the course objectives.

Synchronous Meetings: We will be using Zoom for our synchronous sessions which will be on Thursdays 10:00-12:30pm (see Sakai for Zoom link). These will give the full class a chance to touch base, have meaningful discussions, and ask questions in real time. In these sessions, we will set the stage for the learning to come in the asynchronous lessons to be completed during that week.

Asynchronous lessons can be completed at your convenience prior to the due date indicated on the syllabus schedule. Each lesson should take approximately 3 - 4.5 hours of time.

Pre-work

Just like in-person classes, you should read prior to class sessions in preparation for learning. For each lesson, you will read and capture key takeaways on a Sakai that you will maintain throughout the course.

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.

Date	Topic	Readings	Assignments
Week 1 1/18 – 1/23	Introduction to UbD	UbD Introduction video Ch 1. Design” P. 13-21	Week 1 Pre-Work (see Sakai), due Thurs 1/20, 9AM Select unit topic + write rationale, due 1/26, 11:59PM
Week 2 1/24 – 1/30	Stage 1: Desired Results	CH. 6 Ch 5. P 112-117 & 120 Workbook: 108- 116; 120-125	Week 2 Pre-Work, (see Sakai), due 1/27, 9AM Stage 1 (strong draft): due 2/2, 11:59PM
Week 3 1/31 – 2/6	Stage 2: Assessment Evidence	<u>CH 7.</u> <u>Workbook</u> Stage 2 p. 136- 210	Week 3 Pre-Work (see Sakai), due 2/3, 9AM Stage 2 Strong draft: due 2/9, 11:59PM
Week 4 2/7- 2/13	Stage 3: Learning activities	Ch. 9 <u>Workbook</u> UbD Stage 3	Week 4 Pre-Work (see Sakai) due 2/10, 9AM Stage 3 Strong draft, due 2/15, 11:59PM UbD unit plan, rationale, and assessment plan due Sun 2/20, 11:59PM