TLLSC 451: Teaching and Learning with a Global Framework
Sequence 6: Integrating Content, Cultures and Communities
Teaching, Learning, and Leading with Schools and Communities School of
Education, Loyola University Chicago
Fall Semester 2015

Instructor Information
Name: Kristin Davin, Ph.D.
Email: kdavin@luc.edu
Office: 1120 Lewis Tower, WTC
Office hours: Before and after class at Schurz; by appointment

Module Information
Dates: October 26-- November 13, 2015
Days: Monday, Wednesday, & Friday Times: 8am--12noon
On-- Campus Location: Mundelein 617
School-- Site Location: Schurz High School, 3601 N Milwaukee Ave

Module Description
Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/
interdisciplinary curriculum unit with a service component, preparing candidates to teach in schools
that offer an International Baccalaureate program. Teacher candidates observe teaching and
learning in PYP, MYP, or DP IB classrooms understanding how family and community
engagement and the integration of service to families and communities connects with IB curricula
in their area of certification. Teacher candidates then co-plan and co-teach a three-week unit with an IB
cooperating teacher educator. The unit needs to be transdisciplinary or disciplinary with
interdisciplinary connections (including the arts) and is assessed through a structured inquiry
project. Teacher candidates use pre- and formative assessments to differentiate instruction and
assessment to meet the learning and language needs of students. In conjunction with the
cooperating teacher educator, candidates administer a post-- assessment and analyze data from the
instructional unit to identify areas for growth. Teacher candidates use this analysis of their unit,
samples of student work, and further research to develop a poster to present to peers, cooperating
teacher educators, other school professional personnel, and university faculty.
Module Goals

Essential Questions:
- 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 a part of this module, candidates will understand that effective educators:
- 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.
- Apply knowledge of policy and local, state, and national 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.

As a part of this module, candidates will:
- Utilize social participation structures, narrative, and questioning techniques consistent with those of their students. (3K)
- Provide opportunities to engage in rigorous inquiry-based authentic intellectual work. (3H, 5I) (IB)
- Promote critical thinking and problem solving within the context of their discipline and across disciplines. (3H, 5I) (IB)
- Apply strategies that address gaps in students’ skills required for knowledge attainment while also recognizing and accounting for students’ prior knowledge. (1H, 1I, 1L, 3I, 3J, 3K, 3M, 3P, 5I)
- Empower students by providing opportunities to challenge the status quo and inequalities.
- Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (9I)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (8H, 8I, 9L) (IB)
- Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (8H, 8I, 8S, 9F, 9N) (IB)
- Actively listen to better understand the needs of others. (8R)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (8H, 9Q)
- Adopt strategies to stay informed of current IB innovations and connect with other schools and educators in the broader IB network. (IB)
☐ Plan instruction to support students’ structured inquiry into global issues to inspire inter-cultural awareness and international mindedness. (2K) (IB)
☐ Design authentic assessments and rubrics to measure the multiple facets of student achievement, including social, cultural, inter-cultural and linguistic. (IB)
☐ Involve students in self-reflection and self-assessment in the various areas of student achievement to support identity exploration. (7L) (IB)
☐ Collaborate to build and sustain a classroom and school environment that incorporates and values cultural, inter-cultural, linguistic and global diversity and issues. (1K, 7M, 8J) (IB)
☐ Engage in different ways of knowing within or across various disciplines. (2J) (IB)
☐ Incorporate the fine and performing arts into transdisciplinary/interdisciplinary units of instruction. (IB)

IDEA Objectives:
☐ Gaining factual knowledge (methods)
☐ Learning to apply course materials
☐ Developing specific skills, competencies, and points of view needed by professionals in the field

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, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

☐ 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. (4D)
Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following 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

Attendance:
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments
- **Lesson Plan and Implementation: 10% (x3)**
  - Candidates will be evaluated on three lesson plans and accompanying implementations.
- **Post-Lesson Analysis Framework: 5% (x3)**
  - Following each lesson implementation, teacher candidates are required to view a video of their implementation and complete a post-lesson analysis framework. Additionally, they must schedule a time to conference with the professor about their lesson implementation.
- **Transdisciplinary/Interdisciplinary Curriculum Unit: 20% of final grade**
  - Teacher candidates develop a transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB curriculum units – transdisciplinary/interdisciplinary with a service component.
- **Advocacy Presentation: 15% of final grade**
  - Candidates must design and present an Advocacy Project. Completion of this midterm
presentation demonstrates knowledge of professional organizations, foreign language listservs and available research. It further demonstrates expertise in theories of language acquisition, program models, and the importance of advocating foreign language learning for all. The purpose of this presentation is to demonstrate evidence of the ability to work professionally with a language department and knowledge of resources available to support advocacy efforts.

- **Lesson Rehearsals, Homework, and Participation: 10% of final grade**
  - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as prepared to rehearse micro-lessons.

- **Sequence Summative Assessment: 10% of final grade for TLSC 350; 10% of final grade for TLSC 340**
  - 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.

---

**Required Texts:**


*Other required readings will be posted to the course Sakai site.*

---

**School of Education Policies and Information**

**Diversity**

This module calls on candidates to meet the needs of diverse learners, as does the previous module (6.1), but also requires them to make diversity the substance of the content that they will teach. The unit that they develop with the cooperating teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, Module 6.2 offers an opportunity to apply the candidates’ understanding of diversity on multiple levels.
For information about the policies (Academic honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, Electronic Communication Policies and Guidelines) that apply to this course and all courses within the School of Education, please visit: http://luc.edu/education/syllabus-addendum/