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
Spring Semester 2015

**Instructor Information**

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Office: WTC – Lewis Towers 1039
Office hours: By appointment

**Module Information**

Dates: August 24 – September 11, 2015
Days: Mon, Wed, & Fridays
Times: 8:00am – 12:00pm
On-Campus Location: WTC room TBD
School-Site Location: One-year Internship Sites

**Module Description**

Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit, 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 presentation 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)
• Identify methods for teaching self-determination related social and emotional standards based skills (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals) across the curriculum and at different developmental stages. (3B, 4D, 5F)

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
## Disposition Rubric

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication</strong></td>
<td>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities. Candidates proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td>Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus. Candidates initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
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</table>

| **Demonstrating that teaching is a complex practice with inherently political and ethical implications** | Candidates contribute to and support school-wide efforts to change ineffective or unjust practices | Candidates question inequities in classroom practices and adopt practices that creates opportunities for all students and use the ethical guidelines of conduct matching | Candidates only communicate that teaching requires them to take both ethical and political stances in their practice, but fail to take action |

<p>| <strong>Engaging in advocacy efforts grounded in ethical convictions that promote social justice</strong> | Candidates make efforts to contribute to and support school-wide efforts to change ineffective or unjust practices | Candidates question inequities in classroom practices and adopt practices that creates opportunities for all students | Candidates only communicate that teachers must advocate for and act upon convictions to promote social justice |</p>
<table>
<thead>
<tr>
<th>Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented ...</th>
<th>Candidates contribute to and support school-wide efforts to promote diversity and advocate for populations who are underserved and/or overrepresented</th>
<th>Candidates engage in practices that emphasize the strengths of diverse populations</th>
<th>Candidates only communicate that teachers need to value student diversity or only focus on student deficits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuing and promoting curiosity, creativity, and life-long learning in students</td>
<td>Candidates subscribe to the philosophy that creativity and curiosity facilitates learning and assume responsibility for facilitating instructional activities that foster students’ creativity and curiosity</td>
<td>Candidates consider creativity and curiosity to be important learning outcomes and employ instructional opportunities that guide students in developing a curiosity in learning and endorse students’ creativity</td>
<td>Candidates recognize that creativity and curiosity play a role in learning, but fail to develop instructional opportunities that allow for curiosity and creativity</td>
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<tr>
<td>Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations</td>
<td>Candidates aid in developing an effort to enhance the education profession</td>
<td>Candidates join in opportunities that contribute to the education profession (i.e. engage in school change efforts, community programs, participate in professional organizations)</td>
<td>Candidates communicate in writing or orally the importance of teachers’ perspectives in the profession of education, but fail to engage in opportunities to contribute to the profession</td>
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**Grading Policy & Scale:**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
<td>B+</td>
<td>87% - 89%</td>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
<td>B</td>
<td>83% - 86%</td>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
<td>C-</td>
<td>70% - 72%</td>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 66%</td>
<td>F</td>
<td>62% and Below</td>
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</tbody>
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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. Unauthorized late work will be assessed penalties according to the following scale: 1 day = 5% deduction; 2-3 days = 10% deduction; 4-7 days = 15% deduction; assignments more than one week late will not be accepted.

Format for Assignments

- Unless otherwise noted, all assignments must be typed. Please double-space your work and use 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 – 6th edition). You can access the APA style manual through Loyola University Chicago’s libraries or online at http://www.apastyle.org. Also note that I expect you to attend to the feedback I give you on assignments. If I give you a particular piece of feedback and you choose not to attend to it on subsequent assignments, your point total will be impacted.

Module Assignments

- **Module Participation: 20% 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.

  The following rubric will be used to assess candidate participation:

  **Professional Attitude and Demeanor Part I**
  2-Always prompt and regularly attend sessions.
  1-Rarely late and regularly attend sessions (No more than 1 absence).
  0-Often late and/or poor attendance at sessions (More than 2 absences).

  **Professional Attitude and Demeanor Part II**
  2-Always prepared for sessions with assignments and required materials.
  1-Rarely unprepared for sessions with assignments and required materials.
  0- Often unprepared for sessions with assignments and required materials.
Level of Engagement in Class
2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation
2-Often cites from readings; uses readings to support points.
1-Occasionally cites from readings; sometimes uses readings to support points.
0-Rarely cites from readings; rarely uses readings to support points.

Listening Skills
2-Listens when others talk, both in groups and in sessions. Incorporates or builds off of the ideas of others.
1-Listens when others talk, both in groups and in sessions
0-Rarely listens when others talk, both in groups and in sessions.

- Transdisciplinary/Interdisciplinary Curriculum Unit: 35% of final grade
  ○ Teacher candidates will develop a social skills based transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections. Candidates will plan using the UbD framework, incorporating core principles of UDL and then co-teach the unit with students in a self-contained or inclusion classroom.

- UDL Lesson Implementation and Reflection: 30% of final grade
  ○ Teacher candidates will create and teach a lesson plan that has at least three built in accommodations using the core principles of Universal Design for Learning (UDL). Specific assignment details and lesson plan template, along with the corresponding rubric will be available on Sakai.

- Sequence Summative Assessment: 15% 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 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.
Module Readings


Supplemental readings are assigned each week. You can find the readings either posted on Sakai or accessed through the University Library system (http://hn9yf5lh6v.search.serialssolutions.com). **These readings are not optional.**

Candidates should also reference assigned texts from TLSC 450 for completion of interdisciplinary unit.

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**School of Education Policies and Information**

**Conceptual Framework Standards**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Professionalism in Service of Social Justice*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

**Technology**

Candidates will be responsible for regularly accessing their Sakai accounts at http://sakai.luc.edu. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates MUST use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments.
Teacher candidates will be expected to integrate technology into unit and lesson plans to enhance student learning and meet the needs of diverse learners.

**Diversity**

By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

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 our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.

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**University Policies and Information**

Discussion of the mission of the School of Education and other important University policies and procedures related to Academic Honesty, Accessibility, and EthicsLine Reporting is available at [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)
**Tentative Module Schedule**  
*Readings and resources to be added at Instructor’s discretion*

<table>
<thead>
<tr>
<th>Class</th>
<th>Focus</th>
<th>Readings*</th>
<th>Candidate Activities with Cooperating Teacher Educator</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>WEEK 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>8/24/15</td>
<td>Introduction</td>
<td>✓ Syllabus</td>
<td>Emailing co-teacher educator re: school PD schedule and identifying CCSS for interdisciplinary unit.</td>
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<td></td>
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<td>✓ Pre-Assessment: Understanding behavior</td>
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<td></td>
<td></td>
<td>✓ Self-Assessment: UbD framework</td>
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<tr>
<td>8/26/15</td>
<td>Review UbD &amp; UDL</td>
<td>✓ Review UbD framework</td>
<td></td>
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<tr>
<td>8/28/15</td>
<td>Review FBA-BSP</td>
<td>✓ Review: Behavioral Principles</td>
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<td></td>
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<td>✓ FBA-BSP process</td>
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<tr>
<td></td>
<td></td>
<td>*Week 2 schedule</td>
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<tr>
<td></td>
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<td><strong>WEEK 2</strong></td>
<td></td>
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<tr>
<td>8/31/15</td>
<td>Stage 1</td>
<td>✓ Learning objectives (ABCD format)</td>
<td>Attending PD at school site; helping co-teacher educator establish classroom</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✓ Interdisciplinary connections</td>
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<tr>
<td>9/02/15</td>
<td>Stage 2</td>
<td>✓ Authentic assessments (GRASPS; formatives)</td>
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<tr>
<td></td>
<td></td>
<td>✓ Interdisciplinary connections</td>
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<tr>
<td>9/04/15</td>
<td>Stage 3</td>
<td>✓ Scope, sequence, &amp; alignment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✓ Interdisciplinary connections</td>
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</table>

*CCSS and SEL Standards identified*
<table>
<thead>
<tr>
<th>Class</th>
<th>Focus</th>
<th>Readings*</th>
<th>Candidate Activities with Cooperating Teacher Educator</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 3</td>
<td></td>
<td></td>
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<tr>
<td>9/07/15</td>
<td></td>
<td>✓ LABOR DAY – NO SCHOOL</td>
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<tr>
<td>9/09/15</td>
<td>UDL @ the lesson level</td>
<td>✓ Visit the CAST website for UDL ideas (<a href="http://www.cast.org">www.cast.org</a>)</td>
<td>Input for interdisciplinary unit</td>
<td></td>
</tr>
<tr>
<td>9/11/15</td>
<td>FBA: Problem Identification</td>
<td>✓ Gathering Information (interview tools)</td>
<td>Identifying student with behavioral challenges; obtaining consent</td>
<td>Draft of Stage 1 &amp; Stage 2 GRASPS</td>
</tr>
</tbody>
</table>

TLSC 451 MODULE DUE DATES IN LIVETEXT

UbD INTERDISCIPLINARY UNIT ... SEPTEMBER 17TH @ NOON
UDL LESSON & REFLECTION ... TBD as determined by unit
SEQUENCE SUMMATIVE ASSESSMENT ... SEPTEMBER 21ST @ NOON