TLLSC 350: 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 2013

Instructor Information
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Module Information
Dates: February 11 – April 3, 2014
Days: Tuesdays & Thursdays
Times: 8:15 – 12:45
On-Campus Location: Mundelein 621
School-Site Location: Senn High School

Module Readings
• NCTM Standards (paper or electronic version) (provided by the professor)
• Common Core State Standards for Mathematics (provided by the professor)

IB Readings:
• Candidates in all programs (PYP, MYP and DP) will use the following readings and resources:
  • Learner profile guide

The following readings and resources are specific to particular programs in IB:
• Making the PYP happen
• MYP: The Next Chapter
• DP from principles into practice
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)

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>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60% - 62%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</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. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments
- Module Participation: 15% 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 completing a reader response.
- 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 – and then teach the unit with students in a PYP (K-5), MYP (6-8 or 9-10) or DP (11-12) classroom.\(^1\)

- **Lesson Implementation and Reflection: 15% of final grade**
  - Teacher candidates will be observed for three lessons (5% each) taught during the curriculum unit. Candidates should submit a detailed lesson plan for each of these three lessons. After the lesson, candidates will submit a reflection on lesson implementation. Rubrics for each lesson will be available on Sakai.

- **Module Participation: 10% of final grade**
  - Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others’ ideas. Participation will make up 20% of your final grade for this course and be determined using the following common rubric.

  **Professional Attitude and Demeanor Part I**
  - 4-Always prompt and regularly attend classes.
  - 3-Rarely late to class and regularly attend classes (No more than 1 absence).
  - 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
  - 0-Often late to class and/or poor attendance of classes (More than 2 absences).

  **Professional Attitude and Demeanor Part II**
  - 4-Always prepared for class with assignments and required class materials.
  - 3-Rarely unprepared for class with assignments and required class materials.
  - 2-Often unprepared for class with assignments and required class materials.
  - 0-Rarely prepared for class with assignments and required class materials.

  **Level of Engagement in Class**
  - 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
  - 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
  - 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
  - 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

  **Integration of Readings into Classroom Participation**
  - 4-Often cite from readings; use readings to support points.
  - 3-Occasionally cite from readings; sometimes use readings to support points.
  - 2-Rarely cite from readings; rarely use readings to support points.
  - 0-Never cite from readings; do not use readings to support points.

  **Listening Skills**
  - 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
  - 3-Listen when others talk, both in groups and in class.
  - 2-Rarely listen when others talk, both in groups and in class.
  - 0-Does not listen or interrupt when others talk, both in groups and in class.

\(^1\) The only exceptions to this will be candidates in the areas of Early Childhood Special Education and Special Education. These candidates will participate in module 6.2, but will not be seeking IB certification at this time. This will result in them completing the module in non-IB schools and they may or may not use IB related materials.
• **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.

**Senn High School Bell Schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00</td>
<td>8:57</td>
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<tr>
<td>2</td>
<td>9:01</td>
<td>9:51</td>
</tr>
<tr>
<td>3</td>
<td>9:56</td>
<td>10:45</td>
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<tr>
<td>4</td>
<td>10:49</td>
<td>11:39</td>
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<tr>
<td>5</td>
<td>11:43</td>
<td>12:23</td>
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<td>6</td>
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<td>7</td>
<td></td>
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<td>8</td>
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</tbody>
</table>

- Candidates should expect to arrive by 8:30
- Candidates will be released no later than 12:23
- When at Senn we will follow the schedule of: with Dr. B in room 343West 8:30 to 9:51 then with the classroom teacher periods 3, 4, 5, and meeting with

**Teacher Assignments:**

*Mike and Connie* will be with **Lidia Paredes** ([lparedes4@cps.edu](mailto:lparedes4@cps.edu)) who teaches 3rd-4th double period Algebra 1 for students below grade level, 5th period Honors Algebra

*Kevin* will be with **Erica Mortensen** ([ejmortensen@cps.edu](mailto:ejmortensen@cps.edu)) who teaches Soph Geometry periods 3-5
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.

Technology
Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Candidates will likely use the resources available from the International Baccalaureate site: www.ibo.org. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText.

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.

University Policies and Information

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/
**Harassment** (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)
## Tentative Module Schedule

<table>
<thead>
<tr>
<th>Week (Class meets Tu &amp; Th)</th>
<th>Focus</th>
<th>Candidate Activities with Cooperating Teacher Educator</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| #1 February 11/13         | International Baccalaureate overview with particular attention to MYP | Observe content area MYP classrooms  
Survey students re: background & interests  
Teacher candidates co-plan a three-week unit with an MYP teacher in content area. The unit needs to have meaningful interdisciplinary connections including the arts. | Tuesday:  
- IB Learner Profile (PDF on Sakai)  
Thursday:  
- Developing MYP Units (PDF on Sakai) |  |
| #2 February 18/20         | Instructional planning within the MYP | Observe and assist in classroom  
Continue to co-plan unit  
Q&A with teachers and coordinators | Tuesday:  
- Teaching the Disciplines in the MYP (pp. 1-12 and 34-56)  
Thursday: | Friday, Feb 21: Unit Plan due |
| #3 February 25/27         | Instructional planning within the MYP | Observe and assist in classroom  
Administer diagnostic assessment for unit | Tuesday: |  |
<table>
<thead>
<tr>
<th>March 3-7</th>
<th>Instructional planning within the MYP</th>
<th>Analyze diagnostic &amp; survey results to revise unit plan in coordination with teacher</th>
<th>Thursday:</th>
<th>Administer diagnostic assessment for unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUC Spring Break</td>
<td>#4 March 11/13</td>
<td>Co-teach unit with co-teacher educator. Use data from formative assessments to differentiate instruction and assessment and meet the learning and language needs of students</td>
<td>Tuesday:</td>
<td></td>
</tr>
<tr>
<td>#5 March 18/20</td>
<td>Teaching in the MYP</td>
<td>Co-teach unit with co-teacher educator. Use data from formative assessments to differentiate instruction and assessment and meet the learning and language needs of students</td>
<td>Tuesday:</td>
<td></td>
</tr>
<tr>
<td>#5 March 18/20</td>
<td>Teaching in the MYP</td>
<td>Co-teach unit with co-teacher educator. Use data from formative assessments to differentiate instruction and assessment and meet the learning and language needs of students</td>
<td>Thursday:</td>
<td>Lesson Observation 2</td>
</tr>
<tr>
<td>#6</td>
<td>March 25/27</td>
<td>#7</td>
<td>April 1/3</td>
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<tr>
<td>Teaching in the MYP</td>
<td>Co-teach unit with co-teacher educator. Use data from formative assessments to differentiate instruction and assessment and meet the learning and language needs of students. Administer unit summative/post-assessment.</td>
<td></td>
<td>Analyzing &amp; reflecting on teaching in the MYP</td>
<td>Examine various student performance data and collaboratively reflect with co-teacher educator. Observe and assist in classroom. Present final reflection and analysis in the form of an academic poster to teacher and other school staff.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lesson Observation 3</td>
<td>Thursday: Administer Post-Assessment</td>
<td>Tuesday:</td>
<td>Thursday: No Readings</td>
</tr>
</tbody>
</table>

