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 2014

Instructor Information
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Office hours: After class or by appointment

Module Information
Dates: February 11 – April 3, 2013
Days: Tuesdays & Thursdays
Times: 8:15 – 12:45
On-Campus Location: Mundelein 608
School-Site Location: Schurz High School
Address: 3601 N. Milwaukee Ave, Chicago, IL 60641
Phone: (773) 534-3420
Website: http://www.schurzhs.org/

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)

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:

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+
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 will develop a social skills based transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the arts, in an IB setting. Candidates will plan using the UbD framework, incorporating core principles of UDL and then teach the unit with students in a self-contained or inclusion classroom.

- **UDL Lesson Implementation and Reflection: 15% of final grade**
  - Teacher candidates will create 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. (10% of grade)
  - Teacher candidates will be observed for the UDL lesson taught during the curriculum unit. Candidates should submit a detailed lesson plan for this lesson. After the lesson, candidates will submit a reflection on lesson implementation. The observation rubric will be available on Sakai. (5% of grade)

- **Positive Behavior Support Case Study: 30% of final grade**
  - Teacher candidates will complete a Positive Behavior Support Case Study in collaboration with their co-teacher educator in order to address the needs of a student not responding to school- and class-wide interventions. Teacher candidates will develop and support implementation of an individualized positive behavior support plan for this student based upon functional behavior assessment outcomes. Teacher candidates also must teach a replacement behavior to the student
individually, or as part of the social skills instructional unit to the class your student is attending as part of your plan. Candidates will give a formal presentation of their case study (see digital presentation below).

- **Digital Presentation: 10% of final grade**
  Teacher candidates use the evaluation of their plan, samples of student work and further research to develop a digital presentation (i.e., PowerPoint, Prezi, etc.) to present to peers, co-teacher educators, other school professional personnel and university faculty. The digital presentation will review components of the function-based support plan, as well as focus on lessons learned while completing the FBA process. Candidates should include a self-assessment of the behavior support plan using the LUC SOE conceptual framework.

- **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.

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**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](http://hn9yf5lh6v.search.serialssolutions.com)). These readings are not optional.

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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.
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 Sakai 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/
## Tentative Module Schedule

<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>
</table>
| 2/11/14     | Introduction to module; Understanding behavior; FBA process | ✓ Chandler & Dahlquist (2010) Chapter 2  
✓ Alberto & Troutman (2007) Chapter 1  
- Vignettes about Professor Grundy pgs 3-12  
- Behavioral explanation pgs 12-15  
✓ Read instructions for the FACTS | Arrange times for interviews during week 2 |                                                                                 |
✓ O’Neill et al. (1997) Ch 2 pgs 35-46 (stop before Interpreting FAOF Data)  
✓ (o) Chandler & Dahlquist (2010) Ch 4 | Interviews with teachers and records review |                                                                                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Problem Analysis cont.</th>
<th>Sources</th>
<th>Direct Observation Data Collection Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/04/14 &amp; 3/06/14</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Task</td>
<td>Details</td>
<td>Due Date</td>
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OR  
✓ (sr-) Chandler & Dahlquist (2010) Chapter 8  
| 3/18/14  | Building Social Skills Instructional Units                         | ✓ Social Emotional Learning Standards  
✓ Social Skills articles on Sakai  
Plan development meeting and discussion of social skills instructional unit  
Come prepared with drafted ideas on competing pathways model; prepare STOs |                                    |
| 3/20/14  | Building Social Skills Instructional Units                         | ✓ Social Skills articles on Sakai  
Come prepared with drafted plan of unit goals, objectives, and assessments |                                    |
Teaching individual plan to student and social skills unit to class  
UDL lesson plan observation  
UDL lesson plan write up due the Friday following actual lesson @ 5pm |                                    |
<table>
<thead>
<tr>
<th>Date</th>
<th>Problem Solving Model: Plan Implementation cont.</th>
<th>✓ Scott, DeSimone, Fowler, &amp; Webb (2000). Using functional assessment to develop interventions for challenging behaviors in the classroom: Three case studies. <em>Preventing School Failure, 44</em>(2), 51-56.</th>
<th>Direct observation data collection (1\textsuperscript{st} implementation data point)</th>
<th>UDL lesson plan write up due the Monday following actual lesson @ 5pm</th>
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<tr>
<td>3/27/14</td>
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<tr>
<td>4/01/14</td>
<td>Problem Solving Model: Plan Evaluation</td>
<td>✓ O’Neill et al. (1997) Chapter 4</td>
<td>Direct observation data collection (2\textsuperscript{nd} data point)</td>
<td>UDL lesson plan write up due the Friday following actual lesson @ 5pm</td>
</tr>
</tbody>
</table>
| 4/08/14 and 4/10/14 | Problem Solving Model: Plan Evaluation if needed |                                                                                                                                | Direct observation data collection (if needed) | Social Skills Instructional Unit due by Wednesday @ 5 pm 
FBA-BSP due by Friday @ 5pm |
<table>
<thead>
<tr>
<th>Date</th>
<th>PLC</th>
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<th>PBS Case Study Presentations</th>
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<tbody>
<tr>
<td>4/14/14 and 4/21/14</td>
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