TLLSC 340-005: Teaching and Learning in an Area of Specialization (Social Studies)
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 hours: 10am-4pm on Wednesdays at Lewis Tower; 1-3pm on Tuesday & Thursday at Senn; by appointment

Module Information
Dates: January 13 – February 5, 2015
Days: Tuesdays & Thursdays
Times: 8am – 12pm
On-Campus Location: Cuneo 103
School-Site Location: 146 Senn High School, 5900 North Glenwood Ave, Chicago IL

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 and interview a cooperating teacher educator about his/her use of UbD as a framework for teaching. Candidates focus on connecting content to students' lives and interview two to three students to ascertain how they make meaning out of content in connection with their 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 co-plan with cooperating teacher educators to 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, teacher candidates implement the five-lesson content area unit with the cooperating teacher educator. Candidates administer the post-assessment and analyze the
data to understand the teaching and learning of the specific content. Finally, teacher candidates administer a short survey to get student feedback on the series of lessons, including what worked well, what could have been improved, and what suggestions they have for future lessons, and they identify research articles to assist them in strengthening their areas for growth.

**Module Goals**

**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)
• Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M; 5J; 5P) (IB)
• analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
• use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
• make data-driven decisions using assessment results to adjust practices to meet the needs of each student (5P) (IB)
• use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
• Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive web sites, blogs, online research. (2F; 2L; 2O; 5N; 5O; 9S; 9T)

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.

• Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
• Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
• Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
• Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)

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

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90%</td>
<td>90-92</td>
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<td>B+</td>
<td>87%</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83%</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73%</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70%</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67%</td>
<td>67-69</td>
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<td>D</td>
<td>63%</td>
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<tr>
<td>F</td>
<td>62% and Below</td>
<td>0-62</td>
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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:

Local to National Unit Plan: 20 points
- Individually or with a partner, students will develop a middle school unit on Illinois history that explores the connections among local, regional, and national events, movements, and people. The unit must incorporate the use of a local or regional resource including museums, government offices or agencies, libraries or other. Students will design a unit and a three-week learning plan that outlines the schedule of topics and learning activities of the unit. Standards addressed by this assignment: NCSS: 1.2, 1.6, 1.7 & 1.10; ILCAS: SS 1, 6, 8, 18, 19 & 20, H6, PS 3; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Assessment Plan: 20 points
- As part of the Curriculum Unit required for TLSC 340, described above, 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 Universal Design for Learning (UDL) to differentiate instruction and assessment based on formative assessment data. Candidates will develop measures to assess student learning before, during, and after instruction. 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. Standards addressed by this assignment: NCSS: 1.2, 1.6, 1.7 & 1.10; ILCAS: SS 1, 6, 8, 18, 19 & 20, H6, PS 3; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Understanding by Design Essay: 20 points
- While at their school site, candidates will choose one classroom on which to focus for this essay. Candidates will be observe and interact with various aspects of this classroom using a “teaching for understanding” lens. What does “teaching for understanding” look like? What would we expect to see in an Understanding by Design classroom? During their time in classrooms, candidates will use the “Indicators of Teaching for Understanding,” logging evidence of UbD indicators. In preparation for writing the essay, candidates will interview their cooperating teacher about their use of backward design as a framework for teaching. Standards addressed by this assignment: IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Classroom Practice Reflective Journals: 20 points
- Students will write bi-weekly reflections of 250 to 500 words. Journal entries should focus on applying course readings and relevant class discussions to their classroom experiences. Students can choose to respond to prompts given in class.
or one of their own. Reflections should discuss students’ experiences, observations, and intellectual and professional growth in relation to teaching and learning social studies. Reflective journals will be submitted bi-weekly over the course of the module. Standards addressed by this assignment: IPTS: 1, 4, 8 & 10; CF: 1, 4 and 5.

**Sequence Summative Assessment: 10 points**
- 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 (two semesters, 36 weeks) for a high school social studies courses in the area of designation (history, civics, or psychology) 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. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

**Module Participation: 10 points**
- Candidates are expected to consistently and actively participate in all class activities and discussions. As part of the candidate’s participation grade, it is expected that candidates will deliver a minimum of two (2) mini-lessons with the support of their cooperating teacher. 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.

**Required Texts:**

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

**Course Websites**
- Sakai – https://sakai.luc.edu/portal/site/TLSC_340_005_5914_1152/
- LiveText – www.livetext.com
- Social Studies Resources - https://sites.google.com/site/teachingsocialsciences/
- Senn High School – www.SennHS.org

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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 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](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](http://www.luc.edu/education/academics_policies_main.shtml)

Accessibility
Students who have disabilities that 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/](http://www.luc.edu/sswd/)

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

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

Dispositions
Over the course of TLLSC, candidates are expected to develop a set of professional dispositions that serve as foundational to successful teaching. These dispositions, *Profession*alism, *Fairness*, and the *Belief that all students can learn*, are indicators of growth for different levels in the program. Your behavior and work will be considered as evidence of your disposition in these areas. These dispositions will be assessed in the sequence using the below rubric. An “unacceptable” score in any disposition will be addressed in a meeting between the instructor and candidate and may result in the creation of a remediation plan or further interventions.

Disposition Standards

IL-LUC-DISP.1 Professionalism
IL-LUC-DISP.2 Fairness
IL-LUC-DISP.3 All Students Can Learn

Disposition Rubric

<table>
<thead>
<tr>
<th>Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<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</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</td>
<td>Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities. Candidates do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone,</td>
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<td>Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.</td>
<td>Candidates seek opportunities to participate in professional development during field experiences or through involvement in professional groups and organizations.</td>
<td>Candidates read and critique professional literature and make connections between the literature and field experiences.</td>
<td>Candidates read professional literature and communicate their understandings of the literature in writing or by actively participating in discussions.</td>
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<tr>
<td>Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments.</td>
<td>Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment and encourage their incorporation at a school-wide level.</td>
<td>Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment.</td>
<td>Candidates recognize the importance of valuing the unique identities of students, families and communities but fail to utilize identified strengths.</td>
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<tr>
<td>Implementing proactive and preventive practices.</td>
<td>Candidates adopt a functional perspective to</td>
<td>Candidates identify the factors that influence student</td>
<td>Candidates communicate through writing or</td>
</tr>
</tbody>
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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. | performance. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students. | word choice and etiquette when interacting with faculty, co-teachers, peers, or students. |
| that represents an understanding that student behavior is shaped by complex environmental factors | understanding student behavior and participate in promoting a positive classroom environment | behavior and utilize the information to make decisions that promote student learning | orally an awareness of the range of factors that influence student behavior, but fail to take action |
| Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students | Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and involve students in setting expectations | Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations | Candidates recognize and communicate through writing or orally that one’s expectations impact students learning and development, but fail to take actions on that knowledge |