TLLSC 340: Teaching and Learning in an Area of Specialization
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: by appointment

Module Information
Dates: January 13 – February 5, 2013
Days: Tuesdays & Thursdays
Times: 8:15 – 12:15
On-Campus Location: Maguire 401
School-Site Location: Ogden International School of Chicago, East Campus (24 W. Walton St)

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; 3; 5P) (IB)
- Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M; 5; 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:

93% - 100% A
90% - 92% A-
87% - 89% B+
83% - 86% B
80% - 82% B-
77% - 79% C+
73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
60% - 62% D-
Below 60% F

Attendance:
• Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and
school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.

- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi. Late assignments will result in a lower grade.

Module Assignments

- **Module Participation: 10% of final grade**
  - 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.

- **Content-Specific, Standards-Aligned Curriculum Unit: 30% of final grade**
  - Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. This UbD unit will include, at minimum, five content-specific, literacy-focused lesson plans. The lesson plans must include instruction in reading, writing, listening, speaking, and/or viewing within a content area. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Candidates should provide evidence of the application of the principles of Universal Design for Learning.

- **Assessment Plan: 20% of final grade**
  - 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.

- **Classroom Practice Reflective Journals: 10% of final grade**
  - Students will write weekly reflections of 250 to 500 words. Journal entries should focus on course readings, class discussions, and field experiences. Reflections should discuss students’
experiences, observations, and intellectual and professional growth in relation to teaching and learning. Reflective journals will be submitted weekly over the course of the module.

- **Understanding by Design Essay: 20% of final grade.**
  - 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.

- **Sequence Summative Assessment: 10% of final 340 grade and 10% of final 350 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

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**Module Readings**

- Readings on Sakai as assigned
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment Due</th>
<th>Assignment</th>
<th>Candidate Activities with Cooperating Teacher</th>
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<tbody>
<tr>
<td>Tuesday, January 13</td>
<td>-Intro to the module</td>
<td>Wiggins and McTighe 1-57</td>
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<td>-Pierce overview</td>
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<td>-UbD Overview and Stage 1</td>
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| Thursday, January 15| Stage 1                             | Wiggins and McTighe 60-133| Classroom Journal Entry 1 due 1/16 (Sakai) | -Meet cooperating teachers  
-Set up teacher and student interview  
-Observe for UbD and assist in classroom |
| Tuesday, January 20| Stage 2                              | Wiggins and McTighe 136-210|                                               | -Assist in classroom  
-Discuss leading at least two Mini Lessons during the module                                                 |
| Thursday, January 22| Stage 2/Stage 3                      | Wiggins and McTighe 212-240| Classroom Journal Entry 2 due 1/23 (Sakai) | -Assist in classroom  
-Possible Mini Lesson                                                                                       |
| Tuesday, January 27| Stage 3                              | -Silver 1-17 Choice of reading in Silver text | Ubd Essay due 1/27 (Livetext) | -Assist in classroom  
-Possible Mini Lesson                                                                                       |
| Thursday, January 29| Stage 3                              | Choice of reading in Silver text | Classroom Journal Entry 3 due 1/30 (Sakai) | -Assist in classroom  
-Possible Mini Lesson                                                                                       |
| Tuesday, February 3| UDL                                 | Hall Chapters 1-3      | Assessment Plan due 2/3 (Livetext) | -Assist in classroom  
-Possible Mini Lesson                                                                                       |
| Thursday, February 5| UDL Participation Evaluation       | Hall Chapters 4-7      | -Classroom Journal Entry 4 due 2/6 (Sakai) Instructional Unit due 2/13 (Livetext) | -Assist in classroom  
-Possible Mini Lesson  
-If you haven't yet, discuss co-planning and co-teaching of interdisciplinary unit |
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.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

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**

**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 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/](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](http://www.luc.edu/ethicsline) 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)

**Disposition Standards**

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

**Disposition Rubric**

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<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<th>Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication</th>
<th>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.</th>
<th>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.</th>
<th>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, word choice and etiquette when interacting with faculty, co-teachers, peers, or students.</th>
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<tr>
<td>Participating in</td>
<td>Candidates seek</td>
<td>Candidates read and</td>
<td>Candidates read</td>
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<td><strong>ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.</strong></td>
<td>opportunities to participate in professional development during field experiences or through involvement in professional groups and organizations</td>
<td>critique professional literature and make connections between the literature and field experiences</td>
<td>professional literature and communicate their understandings of the literature in writing or by actively participating in discussions</td>
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<td><strong>Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments</strong></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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<td><strong>Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors</strong></td>
<td>Candidates adopt a functional perspective to understanding student behavior and participate in promoting a positive classroom environment</td>
<td>Candidates identify the factors that influence student behavior and utilize the information to make decisions that promote student learning</td>
<td>Candidates communicate through writing or orally an awareness of the range of factors that influence student behavior, but fail to take action</td>
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<tr>
<td><strong>Demonstrating that</strong></td>
<td>Candidates</td>
<td>Candidates</td>
<td>Candidates recognize</td>
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<td>his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students</td>
<td>communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and involve students in setting expectations</td>
<td>communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations</td>
<td>and communicate through writing or orally that one’s expectations impact students learning and development, but fail to take actions on that knowledge</td>
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