TLSC 340-007: 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: Anita Sagar
Email: asagar@luc.edu
Office hours: After class or by appointment

Module Information
Dates: January 13 – February 5, 2015
Days: Tuesdays & Thursdays
Times: 8:15 – 12:45
On-Campus Location: WTC CLC 203 Tuesdays; CLC 208 Thursdays
School-Site Location: John T. McCutcheon Elementary School
Address: 4865 N. Sheridan Rd. Chicago, IL 60640
Phone: (773) 534-2680
Website: http://www.mccutcheonelementary.org

Module Description
Teacher candidates further develop their understanding and application of designing instruction in an area of specialization. Teacher candidates 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 Universal Design for Learning (UDL) Guidelines Checklist. Candidates focus on connecting content to students’ lives and speak with students to ascertain how they make meaning out of content in connection with their lives. 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. Candidates create a detailed assessment plan as part of their unit, which includes pre- and formative assessments to monitor student progress toward the unit goals, as well as a post-assessment that they could use to gauge the teaching and learning of the specific content. Finally, teacher candidates use the “teaching for understanding” observation protocol to analyze a classroom that utilizes Understanding by Design (UbD), and they interview a cooperating teacher educator about his/her use of UbD as a framework for teaching.

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.
• Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

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)
• Monitor and adjust 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)
• Identify methods for teaching self-determination related social and emotional standards based skills (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals) across the curriculum and at different developmental stages. (3B, 4D, 5F)

**IDEA Objectives**
• Gaining factual knowledge (methods)
• Learning to apply course materials
• Developing specific skills, competencies, and points of view needed by professionals in the field
Dispositions Assessment

Each course/module in the School of Education focuses on one or more professional dispositions. Teacher candidates 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 dispositions for this module and the descriptions for the expected behaviors for each disposition are below.

- 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)
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication

Disposition Rubric

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication</td>
<td>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities. Candidates proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<td>Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus. Candidates initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance. Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</td>
<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, word choice and etiquette when interacting with faculty, co-teachers, peers, or students.</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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<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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<td>Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors</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>Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students</td>
<td>Candidates 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>Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations</td>
<td>Candidates recognize and communicate through writing or orally that that one’s expectations impact students learning and development, but fail to take actions on that knowledge</td>
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</table>

**Grading Scale**
The course grading scale is as follows:

<table>
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<tr>
<th>Percent Range</th>
<th>Corresponding Grade</th>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
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</table>
Attendance

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Unauthorized late work will be assessed penalties according to the following scale: 1 day = 5% deduction; 2-3 days = 10% deduction; 4-7 days = 15% deduction; assignments more than one week late will not be accepted.

Format for Assignments

- Unless otherwise noted, all assignments must be typed. Please double-space your work and use 12 point Times New Roman font. Please attend closely and carefully to spelling and grammar. If referencing course or other textual materials, please follow American Psychological Association style guidelines (APA – 6th edition). You can access the APA style manual through Loyola University Chicago’s libraries or online at http://www.apastyle.org. Also note that I expect you to attend to the feedback I give you on assignments. If I give you a particular piece of feedback and you choose not to attend to it on subsequent assignments, your point total will be impacted.

Module Assignments

- **Module Participation: 10% 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.

The following rubric will be used to assess candidate participation:

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

Level of Engagement in Class
2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
1-Occasionally a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

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

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

- Content-Specific, Standards-Aligned Curriculum Unit: 40% of final grade
You, with the support of your cooperating teacher educator, will develop a standards-based unit using the Understanding by Design (UbD) framework, with evidence of the application of the principles of Universal Design for Learning (UDL). 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. Units must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning.

- Assessment Plan: 10% of final grade
As part of the curriculum unit described above, you are required to create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit’s learning goals and should utilize multiple assessment modes and approaches that are aligned with the unit’s learning goals/enduring understandings. You will use and reflect on the use of the core principles of UDL to differentiate instruction and assessment based on formative assessment data. You will also develop measures to assess student learning before, during, and after instruction. Finally, you will reflect on instructional changes you might need to make and identify up to two research-based studies that could be used to inform instruction in your future teaching.

- Understanding by Design Essay: 10% of final grade
While at your school site, you will choose one classroom on which to focus for this essay. You will observe and interact with various aspects of this classroom using a “teaching for understanding “ lens, asking yourself, What does “teaching for understanding” look like? What would we expect to see in an Understanding by Design classroom? During your time in this classroom, you will use the Indicators of Teaching for Understanding to guide your observations, logging evidence of UbD indicators. In preparation for writing the essay, you will also interview your cooperating teacher educator about their use of backward design as a framework for teaching.

- Inclusion Observation Project: 20% of final grade
At your school site, you will spend time in a secondary setting that uses inclusive supports. For this
Inclusion Observation Project, you are required to observe in an inclusive classroom, interview a staff member and a student regarding their perspectives on inclusion, and compare these observations/responses to what you already know about inclusion.

- **Sequence Summative Assessment: 10% of final grade**
  After completing the modules (TLSC 340 and TLSC 350) in this sequence, you will apply your understanding of the research and practice in your 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/Required Texts**


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**School of Education Policies and Information**

**Conceptual Framework Standards**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

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

**Electronic Communication Policies and Guidelines**

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

Technology
Candidates will be responsible for regularly accessing their Sakai accounts at http://sakai.luc.edu. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates MUST use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments.

Teacher candidates will be expected to integrate technology into unit and lesson plans to enhance student learning and meet the needs of diverse learners.

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

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If interested, an article outlining those recommendations will be provided to you by your instructor.

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/
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 online 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
# Tentative Module Schedule*

*Tentative schedule subject to change. For updates, please check with the instructor.

<table>
<thead>
<tr>
<th>Date/Location</th>
<th>Focus</th>
<th>Candidate Activities with Cooperating Teacher Educator</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Tuesday, January 13th</td>
<td>Introduction to the module</td>
<td>n/a</td>
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<tr>
<td>Location:</td>
<td>Review of Behavioral Principles</td>
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<tr>
<td>LSC Mundelein 415</td>
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<tr>
<td>Thursday, January 15th</td>
<td>Review the FBA-BSP Process</td>
<td>n/a</td>
<td>UDL in the Classroom, Chapter 1 &amp; Chapter 2</td>
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<tr>
<td>Location:</td>
<td>Review of UDL</td>
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<tr>
<td>LSC Mundelein 415</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Tuesday, January 20th</td>
<td>UbD Overview: 3 Stages of Backward Design</td>
<td>Meet cooperating teacher educators</td>
<td>READ Understanding by Design, p. 13-65</td>
<td>Identify appropriate content standards</td>
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<tr>
<td>Location:</td>
<td>UbD Stage 1: Desired Results</td>
<td>Become acclimated to school site</td>
<td>Reference Understanding by Design, p. bottom of 65-top of 103</td>
<td>Plan to start discussions with co-op teacher about unit ideas (big ideas &amp; core tasks to emphasize)</td>
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<tr>
<td>McCutcheon</td>
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<tr>
<td>Thursday, January 22nd</td>
<td>Stage 1: Enduring Understandings &amp; Essential Questions</td>
<td>Generate ideas for unit plan, including enduring understandings and essential questions</td>
<td>READ Understanding by Design, p. 103- top of 135.</td>
<td>Stage 1 rough draft due via Sakai, Sunday, January 25th by noon</td>
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<tr>
<td>Location: McCutcheon</td>
<td></td>
<td>o Assist with individual students, small groups, bell ringers, etc.</td>
<td>Creating Inclusive Classrooms, p. 160-168 (posted on Sakai)</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>Tuesday, January 27th</td>
<td>Stage 2: Objectives &amp; Assessment</td>
<td>o Arrange for inclusion observation, teacher and student interviews</td>
<td>READ Understanding by Design, p. 146-160</td>
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<tr>
<td>Location:</td>
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<td>o Discuss assessment plan for</td>
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<tr>
<td>McCutcheon</td>
<td>Stage 2</td>
<td>UDL in the Classroom, Chapter 3 &amp; Chapter 4</td>
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<tr>
<td>o Assist with individual students, small groups, bell ringers, etc.</td>
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<thead>
<tr>
<th>Thursday, January 29</th>
<th>Stage 2: Learning Styles &amp; Flexible Means of Expression</th>
<th>Tools for Formative Assessment document (posted on Sakai) – choose 5 examples &amp; 5 non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: McCutcheon</td>
<td>o Inclusion observations o Finalize Stage 1 of unit plan o Develop Stage 2 of unit plan and detailed assessment plan o Assist with individual students, small groups, bell ringers, etc.</td>
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<thead>
<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td>Location: McCutcheon</td>
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</table>

| Location: McCutcheon | o Finalize Stage 3 calendar unit plan o Develop lesson plans o Assist with individual students, small groups, bell ringers, etc. |

| Stage 2 and assessment plan rough draft due via Sakai, Sunday, February 1st by noon |

| Stage 3 calendar and lesson plans rough draft due via Sakai, Sunday, February 8th by noon |

**FINAL VERSION OF UBD CURRICULUM UNIT DUE WEDNESDAY FEBRUARY 11TH BY 10:00 PM IN LIVETEXT**

**ASSESSMENT PLAN DUE WEDNESDAY FEBRUARY 11TH BY 10:00 PM IN LIVETEXT**

**INCLUSION OBSERVATION PROJECT FRIDAY FEBRUARY 13TH BY MIDNIGHT IN LIVETEXT**