



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 451: 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

Academic Year: Fall Semester 2015

Instructor Information

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Office hours: Before and after class or by appointment

Module Information

- Dates: November 7 – December 9, 2016
 - Days: Monday, Wednesday, Friday
 - Time: 8 am – 12 noon
 - On Campus Location: Mundelein Center - Room 611
 - School Site: Nicholas Senn High School, 5900 N Glenwood Ave, Chicago, IL 60660
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Module Description

Teacher candidates work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit with a service component, preparing candidates to teach in schools that offer an International Baccalaureate program. Teacher candidates observe teaching and learning in PYP, MYP, or DP IB classrooms understanding how family and community engagement and the integration of service to families and communities connects with IB curricula in their area of certification. Teacher candidates then co-plan and co-teach a three-week unit with an IB cooperating teacher educator. The unit needs to be transdisciplinary or disciplinary with interdisciplinary connections (including the arts) and is assessed through a structured inquiry project. Teacher candidates use pre and formative assessments to differentiate instruction and assessment to meet the learning and language needs of students. In conjunction with the cooperating teacher educator, candidates administer a post-assessment and analyze data from instructional unit to identify areas for continued growth. Teacher candidates use their analysis of their unit, samples of student work, and further research to develop a poster to present to peers, cooperating teachers 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)
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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
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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)
 - Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (4D)
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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 teachers(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a schedule absence.
 - Inform your professor and classroom teachers(s) ahead of time – by phone message or e-mail 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 in the module, it is necessary to contact your professor.
 - Assignments are due on the dates listed on the course calendar unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it related to policies on assignments.
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Participation

- Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectfully and incorporate and build from others' ideas. Participation will make up 10% of your final grade for each module and be determined using the rubric in LiveText.
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Required Readings/Texts

- Settlage, J., & Southerland, S. A. (2007). *Teaching science to every child: Using culture as a starting point*. Taylor & Francis. (Digital Copy available via Loyola Library)
 - Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college (K-12)*. John Wiley & Sons. (Digital Copy available at Loyola Library)
 - Other required readings and resources will be posted on the Sakai site for the course.
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Module Assignments: *(These are subject to change.)*

Assignment 1 - Transdisciplinary/Interdisciplinary Curriculum Unit: 30% of final grade

Teacher candidates develop a transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the arts, in an IB setting. Candidates will be required to address the criteria used to plan IB curriculum units – transdisciplinary/interdisciplinary with a service component – and then teach the unit with students in a PYP (K-5), MYP (6-8 or 9-10) or DP (11-12) classroom.

Assignment 2 – Lesson Plan and Implementation & Reflection – 30% of final grade

Teacher candidates will be evaluated on three lesson plans and accompanying implementations. Following each lesson implementation, teacher candidates are require to view of video o their implementation and complete a post-lesson analysis.

Assignment 3 - 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 and relevant class discussions and field experiences. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning science. Reflective journals will be submitted **weekly** over the course of the module. Standards addressed by this assignment: IPTS: 1, 4, 8 & 10; CF: 1, 4 and 5.

Assignment 4 – Formative Assessment – 10% of final grade

Teacher candidates will create a formative assessment to evaluate each and every student's understandings of the subject matter. Provide a photocopy-ready version that would permit a quick determination of individual understandings at an intermediate time within the unit. Include a combination of selected response (e.g., multiple choice) and open response (e.g., short answer). Provide an answer key as appropriate. Explain how the results might inform your planning of future lessons and activities. Describe two or three decisions or adjustments you might make in response to various patterns of student responses. Finally, explain what you might do to increase the "validity" and "reliability" of this assessment.

Assignment 5 - Teach Like a Champion and EdTPA Assignments– 10% of final grade.

Teach Like a Champion

Teacher candidates will select 3 techniques from Teaching Like a Champion for the purpose of interpreting their suitability as you move toward becoming a STEM teacher. This assignment is not meant to encourage a critique. Select techniques so that one falls into each category:

1. Techniques you feel would be straight forward to implement,
2. Techniques that you cannot imagine incorporating into your repertoire,
3. Techniques you aspire to acquire because of their perceived utility and impact.

Create a separate section for each of the 3 techniques. Within each section: describe the technique, identify its intended value, translate its use for application to STEM teaching, and justify your disposition toward the technique as you anticipate your student teaching experience.

EdTPA

To be announced.

Module Participation - 10% of final grade

Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectfully and incorporate and build from others' ideas.

Sequence Summative Assessment - 10% of final 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).

REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

- Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one inch margins, word-processed in Times New Roman, 12 point font, and saved electronically.
- Unless otherwise noted, all assignments should be submitted via LiveText.
- Uploaded files must be named using the following format: LastName_AssignmentName.
- When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list, since these are course readings.
- Other references should be cited where applicable, following American Psychological Association style guidelines (APA – 6th edition). Please access the APA style manual through Loyola libraries or online at <http://www.apastyle.org>.
- Written assignments will be graded for accurate mechanics and English grammar usage as well as thoughtful, pertinent, and clear content. Please take advantage of the Loyola Writing Center for assistance. <http://www.luc.edu/writing/>

Assignments must be submitted on time. You will be penalized for any late work. If an emergency situation arises you must e-mail me before the assignment is due. Technology issues do not count.

Grading Policy and Scale

The final grade is based upon the completion of course requirements, as weighted below and following this scale:

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

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#)

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

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. Our conceptual framework is described here: <http://www.luc.edu/education/mission/>

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

The following policies (academic honesty, accessibility, ethics reporting hotline, and electronic communication) are applicable to all courses in the School of Education, and can be accessed through the following URL <http://luc.edu/education/syllabus-addendum/>

Senn High School Bell Schedule

Regular			
(M, T, Th, F)			
	Start Time	End Time	Length
Period 1	8:00 AM	8:51 AM	51 min
Period 2	8:55 AM	9:46 AM	51 min
Period 3	9:50 AM	10:41 AM	51 min
Period 4	10:45 AM	11:36 AM	51 min
Period 5	11:40 AM	12:31 PM	51 min
Period 6	12:35 PM	1:26 PM	51 min
Period 7	1:30 PM	2:21 PM	51 min
Period 8	2:25 PM	3:16 PM	51 min