Teaching, Learning, and Leading with Schools and Communities
Sequence Five: Literacy and Data Use

TLSC 310: Language and Literacy for Diverse Students:
Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 320: Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 330: Discipline-Specific Literacy for Diverse Students:
Teaching and Assessing Culturally and Linguistically Diverse Students

School of Education
Loyola University Chicago
Fall Semester 2014

Instructor Information
Name: Amy Bourneuf
Email: abourneuf@luc.edu
Office hours: By Appointment

Module Information
Days: Monday Wednesday Friday
Times: 8:15am-11:15am
Location: Mundelein Center, Room 603
South Loop Early Childhood Center 1915 South Federal Street Chicago, IL 60616

Sequence Overview:
This sequence focuses on language and literacy development and inclusive practices (including data-based decision making) for culturally and linguistically diverse preschool-aged children (including children with special needs). Module 5.1 involves candidates in planning and implementing developmentally appropriate, evidence-based language and literacy practices. Module 5.2 engages candidates in the use of formal and authentic assessment practices to measure progress on learning objectives (including IEP and curriculum goals), developmental progress and pre-academic readiness. Candidates gain experience in both planning and modifying instruction to meet group and individual needs. Module 5.3 involves the integration and application of the teaching and assessment knowledge and skills they learn in modules 5.1 and 5.2. Alongside SOE faculty and classroom teachers, candidates incorporate technology into the design, implementation, and reflection upon individual, small group, and whole class activities, some of which involve co-teaching and sheltered instruction. This sequence addresses TLLSC Enduring Understandings 2, 3, 4, 6, 8, and 9, and is offered in conjunction with coursework focusing on inclusive practices for preschool-aged children with special needs.

IDEA COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 320 is primarily to support candidates in:

○ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Sequence Five Participation Policy:

Attendance in on campus classrooms or at school site sessions is considered mandatory for all sessions. Classroom teachers and administrators plan for candidate involvement in their classrooms. Candidates are expected to arrive at the designated time and may not leave early. In the event of a special circumstance, this must be discussed in advance with the course instructor and classroom teacher. Highest professional levels of presentation in communication, attitude and appearance are expected to be in line with what is required of school faculty. Jeans or casual clothing will not be permitted. Technology may not be used for personal purposes. Each school site will provide additional guidelines for candidates to follow. In the event of illness, candidates must contact their course instructors, classroom teachers and school office in the manner requested by the school as soon as possible.

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-Often 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 cite from readings; use readings to support points.
☐ 1-Occasionally cite from readings; sometimes use readings to support points.
☐ 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

☐ 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
☐ 1-Listen when others talk, both in groups and in sessions.
☐ 0-Rarely listen when others talk, both in groups and in sessions.

Grading Scale for Sequence Five:

<table>
<thead>
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Late Assignment Policy

All assignments are expected on the dates noted. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. This does not mean that you are not allowed to request additional time to work on individual assignments – however, if an assignment must be submitted late, your instructors must be notified in advance (NOT on its due date) so that a plan for completion can be developed. Otherwise, point deductions will be made according to the following schedule:
1. 1 to 4 days late: 10% of points will be deducted
2. 5 to 7 days late: 30% of points will be deducted
3. more than 7 days late: 50% of points will be deducted

Conceptual Framework Standards addressed in this sequence:
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidates demonstrate technological knowledge and skills, which enhance education.

TLSC 310 (2 credit hours)
Language and Literacy for Diverse Students
Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 310 Module Description
This module focuses on the teaching of literacy skills developmentally appropriate for the grade level teaching endorsement range of the teacher candidate. Emphasized are IL ELD Standards for English Language Arts. In on site school experiences, teacher candidates will work with core curriculum and the use of informal and formal assessments to determine student instructional needs and to target instructional interventions to them. Evidence-based instructional practices designed to address and adapt to the needs of culturally and linguistically diverse learners will be emphasized. Teacher candidates will work with classroom teachers to select high quality print non-print and technological resources for teaching literacy skills for use in the lessons that they prepare and teach. All experiences will be integrated within the Multi Tier System of Support Framework.

- This module focuses on literacy (i.e. reading, writing) with the broad lens of all students in a given grade level range and an emphasis on the connection between language and literacy for culturally and linguistically diverse students who are still acquiring the English language. Since language (i.e., listening and speaking) and literacy (i.e., reading and writing) are inherently connected through receptive (i.e., listening and reading) and productive (i.e., speaking and writing) domains, using instructional strategies for both language and literacy here will better prepare teachers for classroom contexts with ELLs. Part of two modules focused on methodology for culturally and linguistically diverse students, this module focuses on language and literacy instruction and assessment in English language arts.
- Whereas all teacher candidates will engage in this module at a school with ELLs, candidates in the bilingual endorsement program will be placed in bilingual classrooms to ensure content application to the context of bilingual education.

Module Goals
Essential Questions:
1. How do teachers teach reading utilizing evidence-based practices in classrooms?
2. How do teachers incorporate student choice in order to develop motivation for reading?
3. How do teachers engage readers by working to develop their creativity and curiosity?
4. How do reading lessons fit into a district/school wide scope and curriculum so that teaching reading is the responsibility of all teachers?
5. How do teachers determine the language and literacy needs of students in order to target reading instruction and interventions to their specific and individual needs?
6. How do teachers provide highly effective instruction for all students while addressing the literacy and language supports required by some in the classroom?
7. How do teachers identify materials and resources that meet the needs of all learners in the classroom?
8. How do teachers adjust and adapt learning materials for diverse learners?
9. How do teachers collect data to demonstrate that students are making progress in language and literacy skills?
10. How do teachers differentiate instruction for students who struggle with language and literacy and work toward closing achievement gaps by helping students acquire grade level skills as determined by standards?

As a part of this module, candidates will understand that effective educators:

- 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.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators 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:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain the scope and sequence in relevant Standards (national, IL, CCSS). (3A)
- Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)
- Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, fluency, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research. (6C)
- Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Design and deliver lessons that plan for and support language simultaneous to content, including use of language objectives, comprehensible input, and meaningful interaction. (1J, 2Q, 3D) (IB)
- Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)
- Develop, implement, evaluate, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening/speaking, and in areas of history/social studies, science/technical subjects
- Model the integration of reading, writing, and oral communication skills to effectively engage students in content learning across the PK – 12 grades including safe, ethical and legal use of technology. (6E, 6N, 6Q, 9S, 9T)
- Develop literacy instruction and assessment that reflect an understanding of developmental, cultural, and linguistic diversity. (6H, 6K, 7R) (IB)
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (6G, 6J) (IB)

Dispositions Assessed in this Module

The teacher candidate commits to appropriate professional and interpersonal behaviors by…
D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)

D15 valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

D17 demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Module Assignments (Descriptions and rubrics posted on Sakai)
- Assignments are listed on the course calendar with details posted on Sakai

IDEA COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 310 is primarily to support candidates in:
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Module Readings
- Supplemental readings provided on Sakai

TLSC 320: (2 credit hours)

**Using Classroom Data in a Collaborative Environment to Advance Student Achievement**

**TLSC 320 Module Description**

This module focuses on the relationship between curriculum, assessment, data analysis and instructional modifications. Candidates will write objectives and design test questions to effectively measure those objectives. After mastery of basic statistical calculations and Excel operations, candidates will use descriptive statistics to display the results of a pretest/posttest analysis and use the data display to suggest instructional modifications. Mentor teachers at clinical sites will work with candidates to understand and aid in the analysis of school wide and classroom data and discuss how that influences class and individual student interventions.

- In this module, candidates learn about the design of traditional and alternative assessments, as well as the various issues regarding assessment design and implementation can lead to invalid and unreliable data for diverse students. Candidates then learn specifically about how to utilize data to determine student achievement and guide instruction. For bilingual students and ELLs, candidates learn to select assessments that test content outlined in objectives, rather than test language proficiency or mainstream cultural norms; teachers will analyze and modify tests and tasks for cultural and linguistic bias and language level/load.
- Whereas all teacher candidates will engage in this module at a school with ELLs, candidates in the bilingual endorsement program will be placed in bilingual classrooms to ensure content application to the context of bilingual education.

**Module Goals**

**Essential Questions:**
1. How can summative and formative assessment be used to provide individual feedback regarding student achievement?
2. How are objectives, assessment, data collection, data analysis, and educational decisions related?
3. How do teachers effectively collaborate with other professionals across grade level and content area teams?
4. How can teachers use data to effectively design, adjust and modify instruction for the individual classroom and school?
5. How do teachers take into consideration contextual components and aspects of diversity of students when analyzing data and formulating achievement plans?
6. Based on data, what are appropriate objectives and interventions for students and classes? What data should be collected?

As a part of this module, candidates will understand that effective educators:

- 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.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators 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:

- Explain the benefits for students, schools and communities of effective internal (e.g. teacher-teacher, teacher-support personnel, teacher-administrator) collaborative relationships. (3F, 8E, 8F) (IB)
- Define and identify research-based diagnostic, formative and summative assessment strategies that are appropriate for student needs. (7F) (IB)
- Explain when and how to adapt or modify instruction based on traditional and alternative classroom assessments’ outcome data, as well as student needs, goals, and responses. (3D, 5H, 7G) (IB)
- Describe the types and purposes of authentic assessments used to engage students in real academic and linguistic practices. (IB)
- Share collaboratively the use of data to design and implement effective school interventions that benefit all students. (8C) (IB)
- Identify information about students’ individual experiences, families, cultures, languages, and communities that can be used to create meaningful learning opportunities and enrich instruction for all students. (1C, 1L) (IB)
- Describe a wide range of researched-based and evidence-based instructional strategies and the advantages and disadvantages of each. (5B) (IB)
- Describe how to conduct and interpret appropriate assessments. (7A, 7G)
- Collaborate with fellow teachers to co-plan and co-teach instructional units that meet the academic, social, and emotional needs of all students. (3P, 8J, 8K, 8L, 8N, 8S) (IB)
- Design and implement a service-learning project to support school and community needs. (2N) (IB)
- Use pre- and post-data in the form of traditional or alternative forms of classroom assessment to determine the mastery of objectives.
- Use pre, post and ongoing assessment data to calculate student and class growth. (1H)
- Analyze and use student information and data to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. (1H) (IB)
- Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)
- Use all forms of data to plan for differentiated instruction to allow for variations in individual learning needs. (3J) (IB)
• Make data-driven decisions using traditional and alternative classroom assessment results to adjust practices to meet the needs of each student. (5J, 5P, 7G) (IB)

• Differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. (1B, 1I, 1K, 2E, 2M, 3I, 3O, 3Q, 3M) (IB)

• Evaluate, select, and integrate a variety of research-based strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (3Q, 5I, 9A) (IB)

• Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (1J, 2E) (IB)

• Use effective co-planning and co-teaching techniques to deliver instruction to all students. (3Q, 5Q, 8N) (IB)

• Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1A, 1H, 2E, 2M, 3Q, 5M) (IB)

Dispositions Assessed in this Module

The teacher candidate commits to appropriate professional and interpersonal behaviors by…

• D4: demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)

• D6: collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)

• D7: valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9M, 9N) (IB)

• D8: demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)

• D12: demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)

• D14 demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.

• D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Module Assignments

• Assignments are listed on the course calendar with details posted on Sakai

IDEA COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 320 is primarily to support candidates in:

• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Module Readings

Alexandra, VA: Association for Supervision and Curriculum Development.

• Suplemental Reading provided on Sakai
TLSC 330 Module Description

The focus of this module is on using what has been learned about the collection and analysis of assessment data to determine classroom literacy needs within discipline specific instruction and to support the language development of English Language Learners. Using pre, post and ongoing individual and class assessment data, candidates will plan and teach evidence based instructional literacy lessons. Teacher candidates will utilize a variety of technological tools and skills to differentiate instruction based on students’ learning needs. Illinois Early Learning and Development Standards for English Language Arts along with World-Class Instructional Design and Assessment (WIDA) standards will be used to guide the instructional planning. Emphasizing developmentally appropriate practices, candidates will select high quality and culturally responsive reading material to support academic language and vocabulary, to guide students to respond critically and creatively to challenging texts, and to respond in a variety of forms of language, including reading, writing, listening, speaking and viewing in content area curricular lessons.

- In this module, candidates support students’ language and literacy development in content area instruction through sheltered instruction to support and target language development simultaneous to teaching content. Operationalized in the Sheltered Instruction Observation Protocol (SIOP), strategies include: writing content and language objectives, accessing prior knowledge, pre-teaching academic vocabulary, maximizing opportunities for interaction, allowing for ample wait time and native language support, teaching cognitive and metacognitive strategies, using visuals, realia, graphic organizers and technology, and reviewing and assessing both content and language. Part of two modules focused on methodology for culturally and linguistically diverse students, this module focuses on discipline-specific literacy instruction and assessment in the content areas.
- Whereas all teacher candidates will engage in this module at a school with ELLs, candidates in the bilingual endorsement program will be placed in bilingual classrooms to ensure content application to the context of bilingual education.

Module Goals

Essential Questions:
1. How do teachers in content area classrooms effectively guide students in their development of literacy practices within discipline specific contexts?
2. How do teachers select effective materials to teach concepts and skills within discipline specific contexts that meet the needs of a variety of learners within their classrooms?
3. How do teachers use a variety of language and methods of communication within classrooms, including listening, speaking, reading, writing, and viewing?
4. How do teachers use data to drive instructional practices and evaluate teaching and learning effectiveness in literacy growth in science and social studies?
5. How do teachers design developmentally appropriate practices for diverse learners to develop and strengthen their skills in discipline specific literacy in content area classrooms or units?
6. How do learners become actively engaged in learning and in self-assessment?

As a part of this module, candidates will understand that effective educators:
- 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.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
Candidates will understand that effective educators 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:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (3E, 5C) (IB)
- Describe the relationship between research and the use of various types of assessment data to guide instructional planning, delivery, and adaptation. (3G)
- Identify the content standards and scope and sequence of the subject area of their certified content areas. (2B)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Identify literary and informational text structures as well as literacy devices and rhetorical features.
- Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (6C) (IB)
- Recognize the qualitative, quantitative, and individual factors in a text that affect text complexity including how to estimate text readability. (6G)
- Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5I, 5L, 5M, 5Q, 5S, 8N) (IB)
- Use technology to accomplish differentiated and universally designed instruction to enhance students’ ongoing growth and development. (3N, 5N, 5O) (IB)
- Use assessment results to determine students’ performance levels, identify learning targets, select research-based instructional strategies, and implement instruction to achieve learning outcomes. (3M, 5P, 6J)
- Use pre and post data in the form of traditional or alternative forms of classroom assessment to determine the mastery of objectives.
- Use pre, post and ongoing assessment data to calculate student and class growth. (1H)
- 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 various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each learner. (5H, 5P) (IB)
- Use students’ prior knowledge and experience to introduce new subject-area related content. (1I, 2G, 3K) (IB)
- Differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. (1B, 1H, 1J, 2E, 2M, 3J, 3O, 3Q, 5M) (IB)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (1H, 2E) (IB)
- Develop, implement, evaluate, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening/speaking, and in areas of history/social studies, science/technical subjects).
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (6G, 6J) (IB)
- Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (6P, 6S)
- Prepare students to plan for, participate in, and respond to a range of conversations and collaborative discussions. (6S) (IB)
- Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, camera, interactive web sites, blogs, online research. (2F, 2L, 2O, 5N, 5O, 9S, 9T)
Dispositions Assessed in this Module
The teacher candidate commits to appropriate professional and interpersonal behaviors by...

D5 participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
D6 collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
D13 demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Module Assignments
- Assignments are listed on the course calendar with details posted on Sakai

IDEA COURSE EVALUATION OBJECTIVES
Course evaluations for this course module will be completed online. The goals of TLSC 330 is primarily to support candidates in:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Module Readings
- Supplemental readings provided on Sakai

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 lifelong learning in the Chicago area.
Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Diversity
By focusing on the policy and practice 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).

**University Policies and Information**

Syllabus Addendum Link: [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

This link directs candidates to the following universal policy statements:

- Academic Honesty
- Accessibility
- Conceptual Framework
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines
Sequence Five Summative Assessment:

This is a combined TLLSC Sequence Five Culminating Event that will include teacher candidates from all sections and areas in Sequence Five. Candidates will prepare professional poster presentations utilizing technology to showcase their school based classroom experiences and present them during this session. Following this, small group discussions will focus on highlighting, connecting and integrating course content and clinical experiences across the TLLSC Areas: ECSE, ELEM, SPED & SEC. In addition to the visual presentation, they will write an essay utilizing guiding prompts to discuss their professional observations and growth based on their experiences in Sequence Five. The candidate’s specific Sequence Five instructors will assess posters, presentations and essays. The rubric for this assessment will be posted in Live Text, and grade credit will be applied and included in all three modules. Candidates will be expected to complete this assessment during the final PLC weeks in the semester. The grades from this summative assessment will be factored into the final grades for each of the three modules, where they will be worth 10% of each grade.

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<td>Classroom Activities</td>
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<tr>
<td>Participation</td>
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<td>Summative Assessment</td>
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| TLSC 320                       |          |
| Portfolio Project              | 30%      |
| Classroom Activities           | 5%       |
| Mini Unit - Assessment         | 25%      |
| Mini Unit - Analysis           | 15%      |
| Participation                  | 10%      |
| Summative Assessment           | 15%      |

| TLSC 330                       |
| Mini Unit                      | 30%      |
| Classroom Activities           | 15%      |
| Portfolio Project              | 30%      |
| Participation                  | 10%      |
| Summative Assessment           | 15%      |
### Tentative Sequence Schedule

**SEQUENCE 5 EXPERIENCES**

#### WEEK 1
**Review of Course Objectives and Module Essential Questions**

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<th>8/24/15</th>
<th>Week 1 Topics and Experiences</th>
<th>Week 1 Readings and Assignments</th>
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<tbody>
<tr>
<td><strong>Module s</strong></td>
<td><strong>Introduction to Sequence 5 (All modules)</strong></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>• Sequence Expectations- field experience, dispositional assessment, professionalism, roles in classrooms Review ECE/NAEYC standards</td>
<td>• Come to week one prepared to discuss contexts – based field placement assignment examine the Illinois school report card, school website, and other provided materials</td>
</tr>
<tr>
<td></td>
<td>• Preschool Environments (5.1 &amp; 5.3)</td>
<td>• Complete Resume</td>
</tr>
<tr>
<td></td>
<td>• Facilitation of language and literacy (Serving ELLs) (5.1 &amp; 5.3)</td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td>• Review of observation forms for EC language and literacy environments (5.1)</td>
<td><strong>Mon:</strong> Syllabus and assignment descriptions</td>
</tr>
<tr>
<td></td>
<td>• Overview of summative assessment (All)</td>
<td><strong>Wed:</strong> Machado Ch. 3, Tabors Intro</td>
</tr>
<tr>
<td></td>
<td>• Overview of portfolio project (5.2 &amp; 5.3)</td>
<td><strong>Fri:</strong> Machado Ch. 18, Tabors Ch. 2 &amp;3</td>
</tr>
</tbody>
</table>

**Thinking Back: Gordon & Browne, Chapter 9**

#### WEEK 2
**Essential Questions:**
- How do teachers use a variety of methods of communication within classrooms (including listening, speaking, reading, writing, and viewing) in order to meet the needs of diverse children? (5.3)
- How do teachers effectively guide young children in their development of literacy across the early childhood curriculum? (5.3)

<table>
<thead>
<tr>
<th>8/31/15</th>
<th>Week 2 Topics and Experiences</th>
<th>Week 2 Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module s (Mon 9/1 off for Labor Day)</strong></td>
<td><strong>Start of school-based experiences</strong></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>• Introduction to school site by administrator (All)</td>
<td>• Conducting classroom language and literacy audit- includes classroom literacy materials</td>
</tr>
<tr>
<td></td>
<td>• Overview of site curriculum (All)</td>
<td>• Collect lesson plan either for week 3 or a sample from classroom – design a rubric to assess an area of language/literacy from this lesson plan.</td>
</tr>
<tr>
<td></td>
<td>• Facilitation of language and literacy (5.1 and 5.3)</td>
<td>• Online assignment on rubric development <a href="http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html">http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html</a></td>
</tr>
<tr>
<td></td>
<td>• Facilitating development via play (5.1)</td>
<td><strong>Readings</strong></td>
</tr>
</tbody>
</table>

**Wed:** Machado Ch. 5, Tabors Ch. 5
**Fri:** Machado Ch. 6 & 7

**Thinking Back: Gordon & Browne, Chapter 10**
### WEEK 3

**Essential Questions**

How do teachers use a variety of methods of communication within classrooms (including listening, speaking, reading, writing, and viewing) in order to meet the needs of diverse children? (5.3)

How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (5.1)

How do teachers use data to drive instructional practices and evaluate literacy instruction and student learning across the curriculum? (5.3)

How do teachers determine the language and literacy needs of students in order to target reading instruction and interventions to their specific and individual needs? (5.1)

How can summative and formative assessment be used to provide individual feedback regarding student achievement? (5.3)

How are objectives, assessment, data collection, data analysis, and educational decisions related? (5.2)

How are decisions made regarding what data should be collected? (5.2)

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#### 9/7/15

**Week 3 Topics and Experiences**

- Literacy instruction
- Addressing the needs of ELLs (5.3)
- Review Portfolio Assignment (5.2 & 5.3)
- Conduct an observation of literacy assessment in preschool classrooms (5.1 & 5.2)
- Explore curriculum-based assessments for literacy (5.1)

**Assignments**

- Conduct an observation of literacy assessment in preschool classrooms
- Observe classroom practices to support the needs of ELLs with [Cultural and Linguistic Competency Assessment](#)
- Use self-developed rubric to assess children, followed by individual/collaborative analysis of rubric and results.
- Choose a student for portfolio project and begin artifact collection/observational assessment

**Readings**

Mon: Machado Ch. 16 & 17
Wed: Tabors Ch. 6 & 7
Fri: *Thinking Back: Gordon & Browne, Chapter 6*

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### WEEK 4

**Essential Questions**

How do teachers teach reading utilizing evidence-based practices in classrooms? (5.1)

How do teachers design developmentally appropriate practices (including instructional units) for diverse learners to develop and strengthen their early literacy skills? (5.3)

How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (5.1)

How do teachers determine the language and literacy needs of students in order to target reading instruction and interventions to their specific and individual needs? (5.1)

How can summative and formative assessment be used to provide individual feedback regarding student achievement? (5.3)

Based upon data, what are appropriate objectives and interventions for students and classes? (5.2)

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#### 9/14/15

**Week 4 Topics and Experiences**

- Conduct a small group Reading CBM (5.1)
- Talk to co-teacher educator about an activity to lead for next week. Discuss activity plan with instructor and co-teacher educator in advance of leading it next week. Beginning week five lead an activity each day. (5.1)
- Begin pre-assessment for portfolio (5.2 & 5.3)

**Assignments**

- CBM Assignment: Score and analyze data from individual and small group reading CBM, interpret and make recommendations
- Evaluate the scope and sequence of Literacy curriculum relative to standards
- Must complete collection of observational pre-assessment for portfolio, followed by initial artifact

**Readings**

Mon: Gettinger & Stoiber, 2012
Wed: Machado, Chapters 8 & 13
Fri: Eliason & Jenkins, Chapter 4
**WEEK 5**

**Essential Questions**

- How do teachers teach reading utilizing evidence-based practices in classrooms? (5.1)
- How do teachers effectively guide young children in their development of literacy across the early childhood curriculum? (5.1)
- How do teachers differentiate instruction for students who struggle with language and literacy and work toward closing achievement gaps by helping students acquire grade level skills as determined by standards? (5.1)
- How do teachers select effective materials to teach literacy concepts and skills that meet the needs of a variety of learners within their classrooms? (5.3)
- How do teachers adjust and adapt learning materials for diverse learners? (5.1)
- How do teachers identify materials and resources that meet the needs of all learners in the classroom? (5.1)
- How do teachers provide highly effective instruction for all students while addressing the literacy/language supports in the classroom? (5.1)
- Based upon data, what are appropriate objectives and interventions for students and classes? (5.2)
- How are decisions made regarding what data should be collected? (5.2)
- How can young children become actively engaged in learning and in self-assessment? (5.3)

<table>
<thead>
<tr>
<th>9/21/15</th>
<th>Week 5 Topics and Experiences</th>
<th>Week 5 Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>• Design a literacy activity using an evidence-based strategy to support the needs of students. (5.1 and 5.3)</td>
<td>Assignments • Design a literacy activity using an evidence-based strategy to support the needs of students</td>
</tr>
<tr>
<td></td>
<td>• Lead or co-lead one classroom activity this week. Beginning week five lead an activity each day. (5.1)</td>
<td>• At the end of the week, complete an analysis of one video recorded lesson/activity using the CLASS framework, as well as formative feedback from the module.</td>
</tr>
<tr>
<td></td>
<td>• Video record one activity/lesson per week. Share classroom videos during discussion sessions for formative feedback. (ALL)</td>
<td><strong>Readings</strong> Mon: Machado, Chapters 9, 10, &amp; 14 Wed: Copple &amp; Bredekamp, Chapter 5 on DAP Fri:</td>
</tr>
</tbody>
</table>

**WEEK 6**

**Essential Questions**

- How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (5.1)
- How do teachers determine the language and literacy needs of students in order to target reading instruction and interventions to their specific and individual needs? (5.1)
- How can summative and formative assessment be used to provide individual feedback regarding student achievement? (5.3)
- How are objectives, assessment, data collection, data analysis, and educational decisions related? (5.2)
- How are decisions made regarding what data should be collected? (5.2)
- How do teachers use data to drive instructional practices and evaluate literacy instruction and student learning across the curriculum? (5.3)
- How do teachers design developmentally appropriate practices (including instructional units) for diverse learners to develop and strengthen their early literacy skills? (5.3)

<table>
<thead>
<tr>
<th>9/28/15</th>
<th>Week 6 Topics and Experiences</th>
<th>Week 6 Topics and Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>• Assessment: Observations and best practices. (5.2 and 5.3)</td>
<td>Assignments • Time to work on ongoing assignments</td>
</tr>
<tr>
<td></td>
<td><strong>Readings</strong> Mon: Machado, Chapters 11, 12, &amp; 15 Wed: James-Ward et al., Chapters 1, 2 &amp;3 Fri: Tabors Ch. 9</td>
<td></td>
</tr>
</tbody>
</table>
### WEEK 7
#### Essential Questions
- How do teachers teach reading utilizing evidence-based practices in classrooms? (5.1)
- How do teachers effectively guide young children in their development of literacy across the early childhood curriculum? (5.3)
- How do teachers effectively collaborate with other professionals across grade level and content area teams? (5.2)
- How can young children become actively engaged in learning and in self-assessment? (5.3)

<table>
<thead>
<tr>
<th>10/5/15</th>
<th>Week 7 Topics and Experiences</th>
<th>Week 7 Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module(s) (off Mon and Tues for Mid-Semester Break)</td>
<td>Teacher candidates engage in co-teaching of literacy lessons with cooperating teacher educators or push-in support teachers – small and large group (5.1 and 5.3)</td>
<td>Assignments</td>
</tr>
</tbody>
</table>
- Literacy practices paper: comparative analysis of literacy practices across the curriculum to theory and practices in module readings  
- Midterm assessment for Portfolio Project |
| | Continue leading at least one activity each day. – Demonstrating evidence of incorporating content from CIEP M43 and strategies to support diversity in these activities (ALL) | Readings | 
- Gordon & Browne, Chapters 11 & 14  
- Machado, Chapter 19 |

### WEEK 8
#### Essential Questions
- How do teachers differentiate instruction for students who struggle with language and literacy and work toward closing achievement gaps by helping students acquire grade level skills as determined by standards? (5.1)
- How do teachers adjust and adapt learning materials for diverse learners? (5.1)
- How do teachers identify materials and resources that meet the needs of all learners in the classroom? (5.1)
- How do teachers provide effective instruction for all students while addressing literacy and language supports required by some in the classroom? (5.1)
- How do teachers effectively collaborate with other professionals across grade level and content area teams? (5.2)
- How can young children become actively engaged in learning and in self-assessment? (5.3)

<table>
<thead>
<tr>
<th>10/12/15</th>
<th>Week 8 Topics and Experiences</th>
<th>Week 8 Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module(s)</td>
<td>Possible week to rotate to visit other classrooms</td>
<td>Assignments: None</td>
</tr>
<tr>
<td></td>
<td>Introduction to final Sequence 5 Mini Unit (ALL)</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td>Reflect on co-teaching relationship and teaching strategies, in particular DI UDL sheltered instruction etc. (see CIEP M43) (5.3)</td>
<td>Mon: Gordon &amp; Browne Ch. 3, Appendix A of Eliason&amp;Jenkins</td>
</tr>
</tbody>
</table>
| | | Wed: *Fri:* In pairs, choose one and present summary to class  
*Early Childhood RTI*  
*Early Childhood PBIS*  
*Differentiating Instruction in the Preschool Classroom*  
*Using Assessment Results to Guide and Differentiate Instruction*  
| | | *Thinking Back:* Gordon & Browne Ch. 5 & 7 |
### WEEK 9

<table>
<thead>
<tr>
<th>Date</th>
<th>Week 9 Topics and Experiences</th>
<th>Week 9 Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19/15</td>
<td></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>Module s</td>
<td>Work on Mini Unit – Exploring integrated content- and domain- units/activities and begin developing activities and assessments</td>
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<td></td>
<td></td>
<td>Develop pre-assessment and refine (5.2)</td>
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<tr>
<td></td>
<td>Readings</td>
<td>McAfee &amp; Leong, Chapters 1, 3, &amp;4</td>
</tr>
</tbody>
</table>

**WEEK 10**

#### Essential Questions

- How can summative and formative assessment be used to provide individual feedback regarding student achievement? (5.3)
- How are objectives, assessment, data collection, data analysis, and educational decisions related? (5.2)
- How are decisions made regarding what data should be collected? (5.2)

<table>
<thead>
<tr>
<th>Date</th>
<th>Week 10 Topics and Experiences</th>
<th>Week 10 Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26/15</td>
<td>Module s</td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>Administer class wide pre-assessment for Mini Unit (5.2)</td>
<td></td>
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<tr>
<td></td>
<td>Plan sequence of MWF activities with pre assessment, planning based upon collected data, for Mini Unit (ALL)</td>
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<tr>
<td></td>
<td>Peer review of assessments and lessons/activities (5.2)</td>
<td></td>
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<tr>
<td></td>
<td>Mini Unit: Develop sequence of MWF activities with pre assessment, planning based upon collected data and refined following peer, co-teacher educator, and instructor’s critique</td>
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<td></td>
<td>Analyze class wide student data and formulate an action plan (including differentiation and appropriate interventions) for the class and individual students aimed at meeting achievement targets of Mini Unit</td>
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<td></td>
<td>McAfee &amp; Leong, Chapter 7 and 8</td>
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</tbody>
</table>
### WEEK 11

**Essential Questions**

How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (5.1)

How do teachers determine the language and literacy needs of students in order to target reading instruction and interventions to their specific and individual needs? (5.1)

How can summative and formative assessment be used to provide individual feedback regarding student achievement? (5.3)

How are objectives, assessment, data collection, data analysis, and educational decisions related? (5.2)

<table>
<thead>
<tr>
<th>11/2/15</th>
<th>Week 11 Topics and Experiences</th>
<th>Week 11 Readings and Assignments</th>
</tr>
</thead>
</table>
| **Module s** | • Transition out of teaching role and provide support in the classroom  
• Collect post artifacts in for portfolio assessment and do summative assessment (5.2 & 5.3)  
• Delivery and recording of activities for Mini Unit (ALL) | **Assignments**  
• Collect class wide post data for Mini Unit  
• Analyze student data in relation to Mini Unit achievement goals  
• Post Assessment for Portfolio Project  
**Readings**  
• *Becoming a Reflective Teacher*  

### WEEK 12: END OF MODULES 5.1 – 5.3

**Essential Questions**

How can summative and formative assessment be used to provide individual feedback regarding student achievement? (5.3)

How are decisions made regarding what data should be collected? (5.2)

<table>
<thead>
<tr>
<th>11/9/15</th>
<th>Week 12 Topics and Experiences</th>
<th>Week 12 Readings and Assignments</th>
</tr>
</thead>
</table>
| **Module s** | • Collect post artifacts for portfolio assessment and do summative assessment if not completed in week 11 (5.2 & 5.3)  
• Transition out of community partner site  
• Evaluation of Mini Unit (ALL) | **Assignments**  
• Make sure all post data are collected for Mini Unit  
**Readings**  
• *Data Driven Instruction in Kindergarten*  