TLSC 360: Designing and Implementing Relevant Assessment and Instruction: Integrating Content Area Instruction with a Mathematics Focus
Fall Semester 2015
3 hours

Instructor Information
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Module Information
Monday Seminar Times: 5:00 – 6:45
On-Campus Location: LSC Cuneo 217
School-Site Location: various

Sequence/Module Description
During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification.

Sequence 7 will include the following learning experiences:

**TLSC 360:** TLSC 360 will represent the math methods content required of early childhood special education candidates. Monday night seminars will be held on campus and be led by Loyola faculty. A pilot project completed during this sequence also prepares candidates for the required edTPA they will complete during their student teaching in Sequence 8. Candidates will develop, deliver, analyze, and reflect upon an integrated instructional unit, and the TLSC 360 instructor will evaluate candidates’ teaching practices through a combination of teaching videos and three visits to each candidate’s classroom.

**TLSC 370:** TLSC 370 will guide the fieldwork experience required by Sequence 7 through on-site observation, feedback and reflection focusing heavily on professionalism in teaching and the TLLSC dispositions. Candidates will work with their mentor teacher two days per week while being supervised throughout the sequence at the school site by a University Coach. This coach will remain your university liaison through Sequence 8. The coach will supervise your professional portfolio project and edTPA, as well as help you to facilitate communication and collaboration with your mentor teacher for Sequence 7 and set up visits for Sequence 8, five of which are required this fall.

Module Goals
Essential Questions:
- How does knowledge and understanding of my students impact my instructional planning, assessment choices, and delivery?
How do educators draw on their understanding of education theories when making decisions concerning instructional planning, assessment, and delivery?

How do educators collaborate with others to support student learning?

How do educators balance relevance and rigor when choosing content and pedagogy?

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.

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)
- 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)
- 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)
- 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)

**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

**Conceptual Framework**

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. The School of Education conceptual framework can be summarized as “professionalism in service of social justice.” 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. As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and
working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. 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. Sequence 7 in the ECSE undergraduate program has been designed to guide candidates in taking the final steps toward embodying the principles of social justice by teaching collaborating to make a lasting impact on students and their communities. TLSC 370 in particular is aligned with the School of Education’s Conceptual Framework through the following assignments and activities:

<table>
<thead>
<tr>
<th>Conceptual Framework Standards: TLSC 360 and 370</th>
<th>Activities and Assignments</th>
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<tbody>
<tr>
<td>CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field</td>
<td>- reflections</td>
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<tr>
<td>CF2: ...knowledge and skills in a variety of school and professional settings.</td>
<td>- clinical and CLASS evaluations</td>
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<tr>
<td>CF3: ...an understanding of issues of social justice and inequity.</td>
<td>- TLSC 360 assignments and instructional unit</td>
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<td>CF4: ...skills that will enable them to work effectively with diverse clients.</td>
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<tr>
<td>CF5: ...technological knowledge and skills which enhance education.</td>
<td>- online peer evaluation</td>
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<td>CF6: ...professional decision-making skills and behaviors in advancing social justice and service.</td>
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<tr>
<td>CF7: ...how moral and ethical decisions shape actions directed toward service to others.</td>
<td>- professional portfolio</td>
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<tr>
<td>CF8: ...an ability to apply principles in professional decision-making.</td>
<td>- module experiences in school settings - edTPA</td>
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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.

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (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)
- **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.
Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

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

Attendance:
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments and readings are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Module Assignments & Participation: Please see assignment descriptions on SAKAI

Sequence and Seminar Participation and Professionalism (Dispositions Assessment) 10% of final grade
Sequence 7 marks the transition from a primary focus on university support and preparation on campus/in schools to a focus on field—based teaching with modules designed to provide secondary support. The evaluation of your professionalism in Sequences 7 and 8 are now linked to the TLLSC program dispositions. In order to receive full points for the area of Participation/Professionalism, you must earn Target ratings in the Professionalism, Fairness and the Belief that All Students can Learn. The dispositions associated with Sequence 7 are:

- D4 demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (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)

- **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 a high level of professionalism through personal responsibility and accountability related to attendance, participation and communication.

**Evaluation of Teaching Practices: 10% of final grade**
Your seminar instructor will conduct observations during the semester at a time that will be pre-arranged with the candidate, University Coach, and co-teacher. The primary focus of this observation will be determined by the seminar instructor and the teacher candidate, and will include the opportunity to observe the teaching candidate engaged in substantive teaching of mathematics (as well as other areas) in the classroom. Your points for this observation will be tied to the purpose, objectives, and assessment of your professional teaching (as well as professionalism) of this visit. You will video tape three lesson which will be evaluated using CLASS.

**Math/Language Arts Annotated Bibliography 10%**
Candidates will create an original annotated bibliography of 10-15 math read-alouds used to support content area literacy. (See description on Sakai)

**Math Work Stations Mini-Lessons 20%**
In pairs, candidates will chose one of the chapters (4-8) from Math Work Stations and prepare/create a work station appropriate for your teaching placement. Partners will be responsible for sharing the major points from the chapter and leading the class through the math work stations. You will need to include how these work stations can be adapted and modified to meet the unique needs of your class emphasizing differentiation and modifications for students with special needs.

**Integrated instructional unit: 40% of final grade**
Candidates create a comprehensive unit that is focused on three main areas: assessment, differentiation for students with special needs, and the integration of multiple areas of instructional content, with a primary focus on **mathematics**. The unit should focus on the national and state content area standards and the use of multiple assessments to document student learning emphasizing differentiation and modifications for students with special needs. **The unit for this project is approximately two weeks plus in length, and should be appropriate for the children in grades K, 1, or 2.** This project is one of the ECSE program core assessments of your progress as early childhood educators. It is designed to show evidence of your mastery of planning for the early elementary grades. Therefore, **this unit may not be directly appropriate for the students with whom you will work.** However, you will be responsible for adapting at least part of this unit for delivery in the classroom; this is the portion that serves as a pilot for the IMPACT project you will complete in Sequence 8. **PLEASE SEE FULL DESCRIPTION ON SAKAI**

**Summative Assessment for Sequence 7: 10% of final grade**
- **Documentation of five days spent in Sequence 8 classroom:** Candidates will provide documentation that they have visited their Sequence 8 classroom for a MINIMUM of 5 days. The dates and times of these visits will be arranged between the candidate and the Sequence 8 mentor teacher, and must not overlap with any Sequence 7 days. This will provide a valuable opportunity to forge a relationship with the Sequence 8 mentor teacher. Document these visits on your Sequence 7 Attendance form and submit to your coach.
- **Documentation of Completion of edTPA Task One draft:** Candidates will generally not complete edTPA in the classroom in which they are placed for Sequence 7; edTPA will be completed in their Spring Sequence 8 student teaching placement. Candidates will schedule at least one meeting with their Sequence 8 mentor teacher to complete a draft of Task One of edTPA. **Evidence of completion of Task One will be submitted to LiveText,** but Loyola faculty will provide no feedback on Task One at any point in Sequence 7 or 8.
Required Books


****READINGS SHOULD BE COMPLETED BY THE DATE POSTED, You should be prepared to discuss the readings that correspond to each class session****

Supplemental texts

- Readings posted to SAKAI

**Tentative Module Seminar Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Readings</th>
<th>Assignment Due</th>
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</table>
| Session #1 August 24th | • Introduction  
• Seminar and Syllabus Overview  
• Textbook introduction  
• Mini-lesson sign up | Van de Walle - Ch 1 & 2  
Diller Ch. 1 | Consent forms for video taping  
TASK1:Contextual Information due Friday, September 4 |
| #2 August 31  | • Introduction to early elementary curriculum  
• K--2 Standards, including the Common Core Math standards  
• UbD overview |                                  |                                        |
| September 7   | NO CLASS—LABOR DAY                                         |                                   |                                        |
| #3 September 14 | • Instruction  
• Learning Centers/ Stations  
• Using standards to inform planning (CCSS)  
• UbD | Diller Chpts. 2, 4  
Van de Walle Chp. 4 & 5 | UbD Stage 1 & 2  
Debbie Diller Work Stations-Team 1 |
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Reading Material</th>
<th>Relevant to:</th>
</tr>
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<tbody>
<tr>
<td>#4</td>
<td>September 21</td>
<td>Planning, Teaching, and Assessing Children with Learning Disabilities</td>
<td>Van de Walle Chpt. 6 &amp; 12, UbD Stage 3, Debbie Diller Work Stations-Team 2</td>
</tr>
</tbody>
</table>
| #5  | September 28 | ● Finding resources to support integrated planning and teaching  
               ● Collaborating with families and community partners to teach mathematics | Article posted in Sakai, Van de Walle, Chpt. 7 & 11, Debbie Diller Work Stations-Team 3 |
|     | October 5   | No Class: Fall Break                                                              |                       |
| #6  | October 12  | ● Assessment—Overview of formative and summative assessments in mathematics  
               ● Using Data                                                                  | Van de Walle - Ch 3 & 16, Debbie Diller Work Stations-Team 4, Begin Task 2/ Video taping ongoing |
| #7  | October 19  | ● Math as literacy                                                                | Article posted to Sakai, Annotated Bibliography DUE |
|     | October 26  | ● Integrating Content Areas                                                       | “How Important is Teaching Literacy in All Content Areas?” by Rebecca Alber, Draft of Task 2 DUE, Post Video Taped Lessons |
| #9  | November 2  | ● Flex day  
               ● Reflections on teaching                                                        | Article Posted to Sakai, Video Taped Lesson Feedback Due |
| #10 | November 9  | ● Participation self evaluation  
               ● Course wrap-up                                                              | none, INTEGRATED UNIT DUE, Summative Assessment due December 4 |
Conceptual Framework Standards
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Diversity
This module calls on candidates to meet the needs of diverse learners, and make diversity the substance of the content that they will teach. The unit that they develop with the mentor teacher educator and their peers will be transdisciplinary or interdisciplinary and therefore will incorporate a diversity of content. In this way, this module offers an opportunity to apply the candidates’ understanding of diversity on multiple levels.

University Policies and Information

Link: http://luc.edu/education/syllabus-addendum/

This link provides information on the following policies:
- Academic Honesty
- Accessibility
- Conceptual Framework
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines