



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **TLSC 220: Individualized Assessment and Instruction for Diverse Students**

### **Sequence 3: Policy and Practice in Urban Classrooms**

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Fall Semester 2016

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#### **Instructor Information**

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Office hours: By appointment

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#### **Module Information**

Dates: September 26 - November 18, 2016

Days: Mondays, Wednesdays, & Fridays

Times: 8:15 - 11:15 AM

On-Campus Location: Cuneo 107

School-Site Location: St. Benedict's Preparatory School

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#### **Module Description**

This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. In this way, teacher candidates explicitly focus on the multifaceted nature of students' abilities, strengths, and needs by collecting multiple forms of data on authentic classroom assessments and then making suggestions for instructional planning to account for students' unique backgrounds, experiences, and needs. Through the use of case study research to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English language learner (ELL) and a student with special needs.

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#### **Module Goals**

Essential Questions:

- What are the various ways that students develop and achieve in the classroom?
- How can students' funds of knowledge contribute to achievement at schools?
- How can teachers support students' language and literacy development?

- How can teachers use individualized data to plan instruction?
- How does individualized assessment and instruction impact student engagement, motivation, self-concept, and other affective factors of learning?

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.
- 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, gender identity).
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Describe current terminology, technologies, and procedures necessary for conducting, analyzing, interpreting, and monitoring assessment data related to student progress. (7D, 7F, 7G, 7H, 7I) (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. (1L, 1C) (IB)
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (2E, 2H) (IB)
- Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (1A) (IB)
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers and schools. (1A, 3C) (IB)
- Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
- Use assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to achieve learning outcomes. (3M, 5P, 7J)
- 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 a range of alternative forms of assessment. (7K, 7Q) (IB)
- Access and use a wide range of information and instructional technologies to gather and use data to enhance a student's ongoing growth and achievement. (3N, 5P, 7O) (IB)

- Use data about the influences of students' individual experiences, families, cultures, languages and communities to create learning opportunities inside and outside of the classroom and school. (1L) (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, 2M, 2E, 3Q, 5M) (IB)
- Create and conduct FoK assessments to understand the cultural, linguistic, and familial practices and discern the unique backgrounds of students. (1L, 3K) (IB)
- Utilize knowledge of second language acquisition to recognize differences between language proficiency and learning exceptionality. (1D) (IB)
- Use data to evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (4L, 4Q, 5J) (IB)

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### **IDEA Objectives:**

Teachers and teacher candidates will:

- Learn the fundamental principles, generalizations, and theories
- Develop specific skills, competencies, and points of view needed in the field of education
- Learn to apply module material to improve thinking, problem solving, and decisions

### **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.

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### **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  
Below 62% F

## Attendance:

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

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## Module Assignments

- **Module Participation: 20% of final grade**
  - Candidates are expected to consistently and actively participate in all class activities in discussions and online. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response and online learning content/activities.

## The following rubric will be used to assess candidate participation:

### Professional Attitude and Demeanor Part I

2-Always prompt and regularly attend sessions.

1-Rarely late and regularly attend sessions (No more than 1 absence).

0-Often late and/or poor attendance at sessions (More than 2 absences).

### Professional Attitude and Demeanor Part II

2-Always prepared for sessions with assignments and required materials.

1-Rarely unprepared for sessions with assignments and required materials.

0- Often unprepared for sessions with assignments and required materials.

### Level of Engagement in Class

2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.

1-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 cites from readings; uses readings to support points.

1-Occasionally cites from readings; sometimes uses readings to support points.

0-Rarely cites from readings; rarely uses readings to support points.

### Listening Skills

2-Listens when others talk, both in groups and in sessions. Incorporates or builds off of the ideas of others.

1-Listens when others talk, both in groups and in sessions  
0-Rarely listens when others talk, both in groups and in sessions.

- ***English language learner (ELL) Focal Student: 35% of final grade***
    - Candidates will work with one student who is labeled an ELL. With the support of the course instructor and classroom teacher, candidates will work individually with the student to collect and analyze data through sociocultural and linguistic assessments (i.e., oral language, reading, writing). Candidates will use assessment data to make suggestions for instructional accommodations.
  
  - ***Focal Student with Special Needs: 35% of final grade***
    - Candidates will work with one student who is labeled as having special needs, specifically focused on students with behavioral needs. With the support of the course instructor and classroom teacher, candidates will collect and analyze behavioral data through interviews and observation. Candidates will recommend intervention strategies linked to assessment data in order to develop a comprehensive individualized behavior support plan.
  
  - ***Sequence Summative Assessment: 10% of final grade***
    - Aligned to the summative evidence in the two modules, the sequence summative assessment will be a “teacher study.” The goal of the assessment is to bring together the case studies done in the modules in the sequence (i.e., policy, students) to demonstrate the connection between the macro- and micro-layers of the educational institution and classroom practice. Candidates will need to bring together the broad findings from each study to explore the central role of the teacher in educational decision-making.
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## Module Readings

- Herrera, S. G., Murry, K. G., & Cabral, R. M. (2013). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston, MA: Pearson. **(Available at Loyola University Bookstore)**
- Umbreit, J., Ferro, J., Liaupsin, C.J., & Lane, K.L. (2007). *Functional Behavioral Assessment and Function-Based Intervention: An Effective, Practical Approach*. Upper Saddle River, NJ: Pearson (Available at barnesandnoble.com for rent)
- Available on Sakai portal:
  - Alberto, P. A., & Troutman, A. C. (2007). Roots of Applied Behavior Analysis. In *Applied Behavior Analysis for Teachers* (pp. 11-15). Upper Saddle River, NJ: Pearson
  - Christian, B., & Bloome, D. (2004). Learning to read is who you are. *Reading & Writing Quarterly*.
  - Klinger & Geisler. Chapter 4 - Why English language learners struggle with reading.
  - Moll, L., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. Hall (Ed.), *Race, ethnicity and multiculturalism. Missouri Symposium on and Educational Policy* (pp. 89-114). New York: Garland.

- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.
- O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (1997). Building behavior support plans. In *Functional assessment and program development for problem behavior: A practical handbook*. Boston, MA: Brooks/Cole.
- Spence, L. K. (2010). Generous reading: Seeing students through their writing. *The Reading Teacher*.
- Spinnelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English language learners. *Reading & Writing Quarterly*.

\*Also available on Sakai is an additional reading list identifying function-based intervention plan strategies for your reference in completing the Special Education Focal Student Project

## School of Education Policies and Information

### Conceptual Framework:

The Conceptual Framework for the Loyola University Chicago, School of Education is “*Social Action through Education*.” This objective is carried out within four domains and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at:

<http://www.luc.edu/education/mission/>

### These domains include:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

Candidates will have the opportunity to apply and reflect upon the educational concepts they will learn during their formal course work through activities such as class role-plays, and conducting components of functional assessments during their clinical activities.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

Candidates will develop their understanding of how context impacts exceptionality and behavior. Through activities and class discussions, students will discuss questions such as, “What does a teacher need to know in an urban school setting? What does a teacher need to know to work in a suburban setting? Are there differences? How do these environments impact exceptionality and behavior?”

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Candidates will be provided with feedback through multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the candidate that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course.

CF4: Candidates engage with local and/or global communities in ethical and socially just practices.

Candidates will engage the local community by developing an understanding of how their setting

informs their Focus Student and English Language Learning Projects. They will interpret their data for these projects based on information about their community setting.

### **Technology**

Candidates will be responsible for regularly accessing their Sakai accounts at <http://sakai.luc.edu>. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for ensuring that their LiveText accounts are active. Candidates **MUST** use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit most course assessments. We also will be relying on online learning for the behavioral portion of this module. Candidates are expected to complete online activities in preparation for each meeting onsite.

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

### **Diversity**

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

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

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## Tentative Module Schedule

*The Instructors May Make Changes to this Schedule. Advance Notice Will Be Provided.*

Date	Topic	Readings	Assignments
<b>Special Education (4 weeks)</b>			
M Sept 26 <b>CLASS ON CAMPUS</b>	Introduction to TLSC 220 & History of Special Education		
W Sept 28 <b>CLASS ON CAMPUS</b>	Understanding Behavior	Umbreit et al., (2007) Ch. 1 Alberto & Troutman (2007) Ch. 1 (pp. 11-15)	Application: Records review
F Sept 30	Conducting the FBA: Gathering Information	Umbreit et al., (2007) Part One Introduction & Ch. 2	
M Oct 3	Conducting the FBA: Interviews	Umbreit et al., (2007) Ch. 3 Additional Interview tools posted on Sakai	Application: Teacher interviews
W Oct 5	Conducting the FBA: Measuring Behavior	Umbreit et al., (2007) Ch. 4	Application: Collect behavioral data
F Oct 7	Behavioral Assessment of Diverse Learners: Measuring Behavior cont.		
M Oct 10	<b>Class does not meet (Fall Break)</b>	<b>Class does not meet (Fall Break)</b>	<b>Class does not meet (Fall Break)</b>
W Oct 12	Data Analysis & Instructional Recommendations	Umbreit et al., (2007) Ch. 5 O'Neill et al., (1997) Ch. 3	
F Oct 14 <b>CLASS ON CAMPUS</b>	Data Analysis & Instructional Recommendations cont.	Function-based intervention strategies references posted on Sakai	
M Oct 17	Online support Behavior Intervention Plan		Application: Student interview
W Oct 19	Online support Behavior Intervention Plan Review current plan on site – collect final data		

F Oct 21	Work on your projects	<b>No Class Meeting</b>	<i>Special Education Focal Student Project Due by Monday Oct. 26th</i>
<b>English Language Learner Focus (4 weeks)</b>			
M Oct 24	Distinguishing between Language Acquisition & Learning Disabilities	ELL Policy Guide Spinelli article	Application: Student selection
W Oct 26	Sociocultural Development	Herrera et al., (2013) Ch. 1 & 2, Moll & Gonzalez article	Application: FoK assessment
F Oct 28	Sociocultural Development Assessment & WIDA Standards overview	Herrera et al., (2013) Ch. 4 Assessing ELLs Lenski et al  WIDA Standards pgs. 3-16	<b>FoK assessment DUE to Sakai</b>
M Oct 31 NO CLASS MEETING	<b>NO CLASS MEETING</b>	<b>NO CLASS MEETING</b> Herrera et al., (2013) Ch. 5 Use of WIDA Standards to develop assessment measures	Prepare Tools for your Oral language assessment  <b>NO CLASS MEETING</b>
W Nov 2	Oral Language Development & Assessments	O'Malley & Pierce: Oral language tools/rubrics Klingner & Geisler O'Malley & Pierce: Reading tools/rubrics	Application: Oral language assessment
F Nov 4	<b>MEET ON CAMPUS</b>  Reading Development & Assessments	(CPS SCHOOL IMPROVEMENT DAY)  Herrera et al., (2013) Ch. 6 Christian & Bloome	<b>Oral Language assessment DUE to Sakai</b>
M Nov 7	Reading Development & Assessments	O'Malley & Pierce: Reading tools/rubrics	Application: Conduct Reading assessment
W Nov 9	Writing Development & Assessments	CPS Parent Conferences --Meet on Campus  Spence article O'Malley & Pierce: Writing tools/rubrics	Application: Develop Writing assessment
F Nov 11	Data Analysis & Instructional Recommendations	Herrera et al., (2013) Ch. 8  <b>MEET ON CAMPUS—CPS HOLIDAY</b>	<b>Reading Assessment DUE to Sakai</b>
M Nov 14	Data Analysis & Instructional Recommendations	Additional resources on Sakai	Application: Complete Writing assessment

W Nov 16	Data Analysis & Instructional Recommendations	Additional resources on Sakai	
F Nov 13	<b>NO CLASS MEETING</b>	<b>NO CLASS MEETING</b>	ELL Focal Student Project Due to Live Text Sunday Nov 15th

## School of Education Policies and Information

### Dispositions

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 this course are listed below and the descriptions for the expected behaviors for the disposition(s) can also be found on the rubric posted in LiveText for this course.

Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

In this module, candidates will be assessed on the following TLLSC dispositions:

- 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)
- Collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
- Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
- Demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
- 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.
- Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

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This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

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### 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](#).