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

Instructor Information
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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 111
School-Site Location: Hayt Elementary School

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.

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)

All students are assessed on one or more dispositional areas of growth across all of our programs in relation to the dispositions of: ***Professionalism, Fairness, and the Belief that All Students Can Learn.*** 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 course, 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.

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.

IDEA Objectives addressed in this course are as follows:

- 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

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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 by clicking on this link: LiveText.

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.

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.

Required Module Texts:

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)

Additional course readings on Sakai:

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.* Kligner & 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.

Lenski, S.D., et al (2006). Assessing English language learners in mainstream classrooms. *International Reading Association* (pp. 24–34) doi:10.1598/RT.60.1.3

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

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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/

The domains addressed in this module 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.

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.

Syllabus Addendum Link

The link below directs you 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/

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.**

Date	Topic	Readings	Assignments/Class work
English Language Learning Focus (4 weeks)			
M Sept 26	Overview and Introduction to TLSC 220	ELL Policy Guide	Meet at Loyola
W Sept 28	Exploring the Diversity of Individual Students	Moll & Gonzalez article Herrera et al., (2013) Ch. 1 & 2	Application: Student selection/observation/informal collecting of data
F Sept 30	Cultural diversity and responsive assessment practices	Herrera et al., (2013) Ch. 4 Assessing ELLs Lenski et al	Application: Conduct FoK assessment Submit FoK write up and reflection to Sakai by 12midnight
M Oct 3	Sociocultural Development & Assessments	Spinelli article and WIDA p. 3-16	*Prepare for Oral Language assessment
W Oct 5	Oral Language Development & Assessments	Herrera et al., (2013) Ch. 5 and O'Malley & Pierce: Oral language tools/rubrics	Application: Conduct Oral language assessment Submit Oral language assessment to Sakai by 12midnight
F Oct 7		Christian & Bloome Learning to Read article and O'Malley & Pierce: Reading tools/rubrics	*Prepare for Reading Assessment
M Oct 10	**NO CLASS** (Loyola Fall Break)		
W Oct 12	Reading Development & Assessments	Herrera et al., (2013) Ch. 6 and Klingner & Geisler article	Application: Conduct Reading assessment Submit reading assessment write-up to Sakai by 12 midnight
F Oct 14	Writing Development & Assessments	Spence article and	Application: Conduct Writing assessment

		O'Malley & Pierce: Writing tools/rubrics	<mark>Submit writing assessment write-up by 12 midnight</mark>
M Oct 17	Data Analysis & Instructional Recommendations	Herrera et al., (2013) Ch. 8	Writing workshop and Progress Conferences
W Oct 19	Data Analysis & Instructional Recommendations	Additional resources on Sakai	Writing workshop and Progress Conferences
F Oct 21	NO CLASS MTG		ELL Focal Student Project Due on Live Text by Sunday Oct. 23
Special Education Focus (4 weeks)			
M Oct 24	History of Special Education Background on project		@ Loyola
W Oct 26	Understanding Behavior	Umbreit et al., (2007) Ch. 1 Alberto & Troutman (2007) Ch. 1 (pp. 11-15)	@ Loyola
F Oct 28	Conducting the FBA: Gathering Information	Umbreit et al., (2007) Part One Introduction & Ch. 2	Meet at 8:15 on site @ Hayt
M Oct 31 NO CLASS MEETING	Conducting the FBA: Interviews	Umbreit et al., (2007) Ch. 3 Additional Interview tools posted on Sakai	Online activity on site @ Hayt Application: Records review
W Nov 2	Conducting the FBA: Measuring Behavior	Umbreit et al., (2007) Ch. 4	Online activity on site @ Hayt Application: Teacher interviews
F Nov 4		**No Class Meeting** CPS School Improvement Day	
M Nov 7	Behavioral Assessment of Diverse Learners: Measuring Behavior cont.		Online activity on site @ Hayt Application: Collect behavioral data
W Nov 9	Data Analysis & Instructional Recommendations	Umbreit et al., (2007) Ch. 5 CPS Parent Teacher Conferences	Online activity @ Loyola

F Nov 11		O'Neill et al., (1997) Ch. 3 No School CPS Veteran's Day	Online activity @ Loyola
M Nov 14	Data Analysis & Instructional Recommendations cont.	Function-based intervention strategies references posted on Sakai	Online activity on site @ Hayt Application: Student interview
W Nov 16			Online activity on site @ Hayt Special Education Focal Student Project Due
F Nov 13	**NO CLASS MEETING**	**NO CLASS MEETING**	