

**School of Education  
Loyola University Chicago  
Fall Semester 2016**

*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**

**Instructor Information**

Name: Sarah Csernica LLanes

Email: sllanes@luc.edu

Office hours: By Appointment

**Module Information**

Days: Monday Wednesday Friday

Times: 8:15am-11:15am

Campus Location: Mundelein Center, Room 508

Field Site: New Field Primary School, 1707 W Morse Ave, Chicago 60626

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**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 310 involves candidates in planning and implementing developmentally appropriate, evidence-based language and literacy practices. Module 320 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 330 involves the integration and application of the teaching and assessment knowledge and skills they learn in modules 310 and 320. 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. Sequence 5 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. Candidates also complete assignments for CIEP M43 while in their placement classrooms.

**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.

**Language and Literacy for Diverse Students:  
Teaching and Assessing Culturally and Linguistically Diverse Students**

**TLSC 310 Module Description**

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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**

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.

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

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**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, 3L, 3O, 3Q, 5M) (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**

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### **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

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**TLSC 330 (2 credit hours)**  
**Discipline-Specific Literacy for Diverse Students:**  
**Teaching and Assessing Culturally and Linguistically Diverse Students**

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**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 demonstrate 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**

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

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## **Sequence 5 Required Texts and LiveText**

- Gordon, A.M., & Browne, K.W. (2014). *Beginnings and beyond: Foundations in early childhood education (8<sup>th</sup> edition)*. Belmont, CA: Wadsworth.
  - Machado, J. (2012). *Early childhood experiences in language arts: Early literacy (10<sup>th</sup> edition)*. Cengage Learning.
  - James-Ward, C., Fisher, D. Frey, N. & Lapp, D. (2013). *Using Data To Focus Instructional Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
  - Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language (2<sup>nd</sup> edition)*. Paul H. Brookes Publishing Company.
  - All additional readings provided on Sakai.
  - Candidates must have a LiveText account, as the majority of assignments are submitted there. You can access more information on LiveText here: [LiveText](#).
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## **Sequence Five Professionalism and 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.

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### **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.
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## Grading Scale for Sequence Five

<b>Percent Range</b>	<b>Letter Grade</b>
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
62% and Below	F

### 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

## **School of Education Policies and Information**

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### **Conceptual Framework Standards**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, 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. This set of modules directly assesses CFS2: Candidates apply culturally responsive practices that engage diverse communities via the evaluation of teaching practices and mini unit; refer to those assignment descriptions and rubrics for the precise assignment components and rubric dimensions related to this CF standard.

## **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).

## **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. 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.

## **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](#).

## **University Policies and Information**

Syllabus Addendum Link: <http://luc.edu/education/syllabus-addendum/>

This link directs candidates to the following universal policy statements:

- o **Academic Honesty**
- o **Accessibility**
- o **Conceptual Framework**
- o **EthicsLine Reporting Hotline**
- o **Electronic Communication Policies and Guidelines**

Sequence 5 Point Distribution			
TLSC 310			
Assignment	Submitted to:	Can this be done in pairs?	% of Final Grade
Literacy Audit	Sakai and LiveText, graded in Sakai	Yes	15%
Literacy Assessment (CBM)	Sakai and LiveText, graded in Sakai	No	10%
Literacy Practices Paper	Sakai	No	15%
Classroom Activities	<b>Activity plans</b> submitted to Box for instructor feedback and to classroom teacher via email or in person; uploaded to LiveText once activities/lessons are taught and reflections added. Collaborative activities must be submitted by each individual. <b>Weekly videos</b> submitted to your Box folder for instructor and peer feedback.	Yes, but each candidate must submit his/her own each week	40%
Professionalism and Participation	Graded in Sakai using syllabus rubric	N/A	10%
Summative Assessment – S5 Poster	Submitted to LiveText and presented on the day of PLC session 2 AND at the Sequence 5 poster session	Yes	10%
TLSC 320			
Assignment	Submitted to:	Paired?	%
Portfolio Project	Submitted as a binder to S5 instructor; contents scanned and submitted to LiveText	No	25%
Classroom Activities	See TLSC 310	See above	15%
Mini Unit Task 2 - Instruction	Videos will eventually be submitted with narrative to LiveText once you complete Task 3. Videos should also be submitted to your Box folder in a subfolder titled “S5 Mini Unit Videos (NAMES)”	Only if you have a partner in your room. One Mini unit is completed in each classroom	25%
Mini Unit Task 3 - Analysis	After Mini Unit is completed, ALL components from Tasks 1, 2, and 3 must be submitted to LiveText, including activity plans and videos.	See above	15%
Professionalism and Participation	Graded in Sakai using syllabus rubric	N/A	10%
Summative Assessment – S5 Poster	See TLSC 310	Yes	10%
TLSC 330			
Assignment	Submitted to:	Paired?	%
Mini Unit Task 1 - Planning	Submit Task 1 and all supporting documents to your instructor via Sakai for feedback. Multiple submissions may be required before you can complete Task 2.	See TLSC 320	30%
Classroom Activities	See TLSC 310		20%
Portfolio Project	Submit hard copy to instructor and midterm/final paper to LiveText		30%
Professionalism and Participation	Graded in Sakai using syllabus rubric		10%
Summative Assessment – S5 Poster	See TLSC 310		10%

## Sequence 5 Assignments

### **1. Rubric development (TLSC 320)**

For this assignment candidates will first complete a short online module on rubric development.

<http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html>

Soon after starting at the field site, each candidate should collect a lesson plan either for week 3 or a sample from classroom – then design a rubric to assess an area of language/literacy from this lesson plan. Use self-developed rubric to assess one child or a group of children. Share the assessment with classmates for a collaborative analysis of rubric and results.

### **2. Language/Literacy Audit (TLSC 310)**

Assignment description and template is available on Sakai. This assignment may be completed in pairs in classrooms where two candidates are placed. This assignment involves evaluating the scope and sequence of literacy curriculum relative to standards – in each classroom, candidates should acquire a copy of the classroom literacy curriculum and the scope and sequence for the school year from the classroom teacher(s). Candidates will review the curriculum and the scope and sequence based on IL ELD, and WIDA standards, then provide a report of their analysis.

Consider the following:

- Areas of strength related to standards
- Areas of weakness related to standards
- Developmental appropriateness of scope and sequence
- Potential for student engagement- does it align with child interests?

### **3. Daily Lesson Plan or Activity (TLSC 310, 330)**

Beginning after the first week(s) in the school and at the discretion of classroom teachers and the S5 instructor, candidates are expected to lead one activity each day. Activities may include whole group, small group, or individual instruction. Candidates should aim to lead a variety of activities including, but not limited to circle time, center activities, classroom transitions, snack, music & movement, literacy and language development, individualized interventions, etc. One activity each week should be video recorded using and uploaded to a Box folder shared with candidates' peer feedback group, the S5 instructor, and Dr. Kennedy. Candidates should view at least one classmates' video each week and provide comments about the video content as related to the CLASS, but S5 requires that candidates comment on teaching beyond the CLASS domains. Each week one video will be viewed as a group with peer and instructor feedback around lesson content, DAP, language and literacy methods, ELL support, inclusion, and overall teaching practices. Together with the S5 instructor and/or classroom teacher, each candidate should choose one component from a domain of the Danielson Framework as an area of focus for instructor feedback on each video recorded lesson/activity. The selected component for evaluation should vary each week according to the focus of candidates' teaching and identified areas of growth. The S5 or classroom teacher may choose an area of evaluation deemed most applicable to course content or your development as a teacher.

Activities and lessons are expected to align with classroom curriculum and be approved by the classroom teacher(s). Candidates will lead activities every day – AT LEAST one of these activities must involve a completed activity plan. These are completed the week before, submitted to the S5 instructor and the classroom teacher for feedback, and then refined. S5 instructor should have a copy of edited/refined activity plans BEFORE candidates lead the activity.

#### 4. CBM Assignment (TLSC 320)

For this assignment, candidates will administer, score, and analyze data from individual and small group reading CBM, then interpret and make recommendations in accordance with the assignment description on Sakai.

#### 5. Literacy Practices Paper (TLSC 310)

This assignment assesses teacher candidates' understanding of what it means to be reflective practitioners and of the complexity of literacy practices in EC classrooms. Candidates have the opportunity to consider the connections between literacy theories from module readings and discussions and literacy practices from module experiences. Candidates consider the literacy practices occurring across the classroom curriculum in comparison to theory and practices in module readings and group discussions around literacy instruction, data use, and meeting the needs of ELLs.

In 4-5 pages, each candidate should explain his/her understandings of literacy instruction in the classroom and how it relates to literacy practices in theory. Candidates are expected to include examples from module experiences and references from module readings. Consider the following questions:

- What language and literacy practices occur in the classroom?
- How are the varying literacy and language needs of students addressed?
- How does the classroom teacher implement strategies from readings and discussions in classroom practices?
- How have you been able to practice literacy theories and practices in classroom activities?
- What challenges exist in bringing theory to practice? How can the challenges be overcome?

#### Rubric:

Descriptor	Meets Standard	Partially Meets Standard	Does not Meet Standard
<b>Understanding of literacy theory and practices (4pt)</b>	Candidate clearly portrays a deep understanding of literacy theory and practices. Evidence is drawn from multiple module readings and discussions and is accurately analyzed by candidate.	Candidate portrays a moderate understanding of literacy theory and practices. Some evidence is drawn from module readings and discussions and candidate attempts to analyze the provided evidence.	Candidate portrays little or no understanding of literacy theory and practices. Little to no evidence is drawn from module readings and discussions and no analysis is provided.
<b>Understanding of classroom practice (3pt)</b>	Candidate clearly portrays a deep understanding of classroom literacy practices. Evidence is drawn from authentic, specific examples of module experiences and observations of classroom activities. Examples and observations accurately reflect the classroom literacy curriculum.	Candidate portrays a moderate understanding of classroom literacy practices. Some evidence is drawn from module experiences and observations of classroom activities. Examples and observations reflect portions of classroom literacy curriculum.	Candidate portrays a little or no understanding of classroom literacy practices. Little to no evidence is drawn from module experiences and observations of classroom activities. Examples and observations inaccurately reflect classroom literacy curriculum or are not provided.
<b>Comparison of literacy theory and practices from readings to literacy practices from experiences (5pt)</b>	Candidate clearly and accurately compares literacy theory and practices from module readings and discussions with classroom literacy practices. Candidate demonstrated an thorough understanding of the bridge or gaps present between literacy theory and practice drawn from readings and experiences.	Explanation was not complete or component missing	Missing components or explanation lacks validity
<b>Organization and Structure (3pt)</b>	Content is logically sequenced and exceptionally clear. Citations had no errors; grammatical conventions reflected few or no errors;	Content is understandably sequenced and clear. Citations had few errors; grammatical conventions reflected few or no errors;	Content's sequencing is poor or unclear. Citations had errors; grammatical conventions reflected errors; and/or did not meet minimum or maximum



	3-5 pages in length (excluding references) and typed doubled-spaced in 12-point font with 1" margins.	3-5 pages in length (excluding references) and typed doubled-spaced in 12-point font with 1" margins.	page length with required formatting.
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## 6. Portfolio Project (TLSC 320, 330)

The Portfolio Assessment assignment allows candidates to engage in ongoing authentic curriculum-embedded assessment of an ELL child at their practicum sites. The portfolio allows a more comprehensive and individualized portrait of the young child than more traditional forms of assessment. Typical or emergent learning (or both) can be noted, and the flexibility of the portfolio models described in class is likely to allow them to be more beneficial for children with disabilities (as well as amenable to the IEP/IFSP). This assignment provides experience in creating a portfolio and also requires candidates to exercise the strong observation skills they develop over their course of study.

Candidates use formal and informal data gathered while observing and working with an ELL preschooler, planning and integrating artifacts into a carefully planned portfolio. This authentic assessment project must be planned around ten developmental domains: Cognitive, Language (Receptive and Expressive), Physical/motor, Social-Emotional, Literacy, Mathematics, Science/Technology, Social Studies, Artistic Expression, English language Acquisition. These domains parallel those in the Creative Curriculum's Teaching Strategies Gold Assessment System.

The domains above represent some of the most critical parts of any curriculum. A plan for the collection and selection of artifacts is developed, followed by the collection of artifacts over the course of one semester. Artifacts will include anecdotal notes, and will ALSO include such items as photographs, work samples, video clips, audio recordings, and others. They must be specific enough to show progress over time and reflect not only mastery of concepts or milestones, but also the process of development over time. A two-page summary report will accompany the portfolio and serve as an introduction to its findings. Assistance will be provided in planning the collection of data best suited for portfolio assessment, rather than information that is more practically documented through the use of a checklist or standardized assessment tool.

Steps for completing the assignment (Also provided on semester calendar)

1. Select an ELL child to follow
2. Pre-assess the child using the Teaching Strategies Gold Child Assessment Portfolio at the beginning of the semester. This represents a pre-assessment picture of overall development.
  - Use the First Checkpoint rows and columns
  - in each box enter A for items you directly assess, O for items you observe, and I for items you complete based upon caregiver or teacher interview
3. Write a portfolio plan (2 page maximum) which answers the following:
  - Describe the child you will follow this semester, including native language and level of English proficiency
  - List the types of artifacts that you think will be easy to collect in your classroom
  - Identify any developmental domains and skills you are concerned about
  - Describe any concerns or questions about collecting evidence of learning this semester
4. Begin collecting artifacts – these can include the child's products, audio or video recordings, assessments you have given, and/or photos of the child. By Midterm, you will need at least 6 artifacts and 6 anecdotal notes. For each artifact or note, you will complete an artifact form (provided on Sakai). As you collect these, think about how

you will organize everything to show progress over the semester. You might end up using a binder or accordion file or even a box. It all depends upon the types of artifacts you collect.

5. At midterm: Assess the child again using CAP

- Use Second Checkpoint rows and columns
- Use the same notation you used at pretest
- Assess only objectives child did not reach level 8 on at pre-test
- Summarize progress
- Write about progress in each of the 10 areas (a few sentences each) and how the artifacts illustrate this progress in each area.
- Identify key objectives you would like the child to achieve during the second half of the semester
- describe when and where you will work on these objectives and what strategies you intend to use
- Turn in CAP, artifacts, and progress summary

6. Continue collecting artifacts – By the Final due date, you will need at least 6 more artifacts and 6 more anecdotal notes.

Again - for each artifact or note, you will complete an artifact form (attached). As you collect these, think about how you will organize everything to show progress over the semester. Continue or adjust your organization system.

8. Assess the child using the Teaching Strategies Gold Child Assessment Portfolio at the end of the semester. This represents a post-assessment picture of overall development.

- Use Third Checkpoint rows and columns
- Use the same notation you used at pretest
- Assess only objectives child did not reach level 8 on at mid-term
- Summarize progress again
- Write about progress in each of the 10 areas (a few sentences each) and how the artifacts illustrate this progress in each area.
- Identify strengths and areas of need as the child continues the school year
- List two strategies that a teacher might use to work on each need area
- Discuss how you would assess the student’s progress in these need areas
- Turn in CAP, artifacts, and Final Summary

**Rubric:**

Area	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
<b>Number of artifacts (5pt)</b>	Portfolio seems to be missing significant artifacts, or does a poor job of distinguishing artifacts from one another. Some included items do not count as artifacts or are unrelated to the theme at hand.	The portfolio may be missing artifacts, or is not well-organized enough to determine whether student has completed a sufficient number. It may also be the case that an item is insufficient as an artifact.	The portfolio contains a sufficient number of artifacts. Titles or numbers are provided. Artifacts have a strong relationship to the portfolio’s purpose.	The portfolio contains more than a sufficient number of artifacts to document the child’s development. These are distinct, titled, and properly completed.
<b>Organization (5pt)</b>	Portfolio is poorly organized, is missing most or all of the items which would make it easy to navigate (see column 5). Several artifacts may be indistinct from one another or inappropriate for the given purpose of this assignment. Too many handwritten notes undercut professional presentation.	Portfolio is organized, for example, in a pocket folder where artifacts may be separate and distinct, but not easy to read through. The portfolio may have to be taken apart in order to evaluate it. Certain organizational elements might be missing.	Portfolio is mostly well-organized. Individual sheets may be placed in plastic covers, making it difficult to grade and provide feedback. Certain artifacts may be bulky or loose without consideration for their transport.	Portfolio is contained (e.g., in a binder, accordion file, or box). Artifacts are linked to multiple domains. Dividers or other tools are used to distinguish sections or artifacts from each other. Artifacts which may not fit into a small container are in a form that is easy to transport.
<b>CAP (5pt)</b>	More than two domains are questionable	Two CAP Domains are completed improperly	One CAP Domain is completed improperly	CAP is properly completed for all domains with correct notations throughout and examples provided.

<b>Supporting documents (10pt)</b>	Two or more of the following: Progress summary, strengths and needs, strategies, and assessment plan are either inadequate or inappropriate based upon the data collected. Little evidence exists that student made a serious attempt to link these documents to the portfolio's purpose or themes.	One of the following: Progress summary, strengths and needs, strategies, and assessment plan is either inadequate or inappropriate based upon the data collected.	Progress summary, strengths and needs, strategies, and assessment plan are all adequate and appropriate based upon the data collected.	Progress summary, strengths and needs, strategies, and assessment plan are all exceptionally detailed and appropriate based upon the data collected.
<b>Developmental Domains (5pt)</b>	Most of the domains are inadequately represented in artifacts and age groups might be missing.	2 – 3 domains are inadequately represented. Child's age group based upon color bands, is included.	Any one domain is inadequately represented. Child's age group based upon color bands, is included.	All developmental domains are represented. Child's age group based upon color bands, is included.
<b>Portfolio as assessment (15pt)</b>	The candidate failed to thoughtfully choose/describe most artifacts in any discernible way. Few of the included artifacts show evidence of an individual child's developmental status, interests, skills, etc.	Some artifacts are appropriate, others are not. It is difficult to assess growth from the particular artifacts chosen. Some items included are standardized products such as holiday art projects.	Most artifacts demonstrate growth, while others may be inert or standardized products. Portfolio might include limited descriptions of the child and/or its effectiveness as an assessment.	All artifacts are a representation of active exploration. Evidence is included which clearly demonstrates growth over time. A thorough description of the child's progress included.
<b>Artifacts (10pt)</b>	Not varied, domain-exclusive and provide inadequate evidence of child's work, progress, etc.	Somewhat varied, linked to most domains and include supporting anecdotal notes.	Somewhat varied, linked to all domains and include supporting anecdotal notes.	Varied, linked to multiple domains, and include supporting anecdotal notes.
<b>NOTES</b>				

## 7. Mini Unit (ALL)

The S5 Mini Unit is a key formative assessment of candidates' readiness to teach. The assessment is designed with a focus on student learning and principles from research and theory. The ETP is meant to introduce candidates to performance based assessment and their ability to demonstrate and understanding of teaching and student learning with the guidance and support of their instructor and co-teacher educator.

### *Description:*

Candidates will plan and teach three or more thematically aligned lessons designed to support specific language skills in the preschool classroom utilizing ISBE early childhood, UDL, and WIDA standards within their preschool site classroom curriculum. Working as a team with the classroom teacher and instructor, teacher candidates develop integrated lessons, activities, and assessments aligned thematically as a mini-unit. Prior to implementing the plan, candidates work with the classroom teacher to conduct a class wide pre-assessment and analyze the student data to modify the developed lessons based on classroom and individual needs. Candidates must differentiate instruction and provide appropriate interventions to meet the lesson and activity achievement goals. After classroom teacher and instructor approval, candidates teach and video record the developed lessons and conduct post assessments. Candidates interpret student data from pre-, formative, and post-assessments as related to unit achievement goals. Upon completion, candidates upload the videos to VoiceThread on Sakai and as a group view and provide feedback of classmates' activity content and teaching practices using the edTPA assessment framework. ETP work will be presented at the TLLSC sequence 5 poster session as the sequence summative assessment. Specific steps to complete the assignment are provided in the semester calendar.

The Mini Unit involves three tasks – planning, instruction, and analysis. Steps for completing the assignment are outlined in an extensive assignment description shared via Sakai. In short:

1. Choose a theme to guide the sequence of a three day (one week) mini-unit with integrated lessons and activities with summative and formative assessments
  - a. Theme should align with classroom curriculum and be approved by the classroom teacher(s) and instructor
  - b. Theme should meet the developmental needs and interests of children
2. Begin developing pre-, formative, and post-assessments
  - a. Learning objectives must align with IL ELD, and WIDA standards
  - b. Gain feedback on assessments from peers, instructor, and classroom teacher(s)
  - c. Refine assessments
3. Develop content of lessons/activities of the unit
  - a. Content of lessons and activities must be developmentally appropriate, engaging, build towards the identified learning objectives, and prepare children for the developed assessments
4. Analyze classwide student data from pre-assessment and formulate an action plan (including differentiation and appropriate interventions) for the class and individual students aimed at meeting achievement targets of ETP
  - a. Based on student data, modify the designed lessons, activities, and assessments with differentiation and interventions to support student needs
5. Implement the three day mini-unit
  - a. This should be completed collaboratively with the classroom teacher(s)
  - b. Teaching/activities must be video recorded and posted to VoiceThread
6. Collect post-data
  - a. Analyze student data in relation to learning objectives
7. As a group, review videos and assess teaching using the edTPA assessment framework
  - a. Bring three copies of the edTPA assessment framework for peer review

Candidates will be assessed on planning, instruction, assessment, analyzing teaching, and language development. Extensive rubrics for each of these areas are drawn from the edTPA assessment framework and provided on Sakai. Candidates are responsible for becoming familiar with each rubric prior to beginning the planning portion of ETP.

### **Summative Assessment - Sequence Five Poster Session:**

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.

## Tentative Sequence Schedule

<b>SEQUENCE 5 EXPERIENCES</b>		
<b>WEEK 1</b>		
<b>Review of Course Objectives and Module Essential Questions</b>		
<b>8/29/16</b>	<b>Week 1 Topics and Experiences</b>	<b>Week 1 Readings and Assignments</b>
<b>Modules</b>	<p><b>Introduction to Sequence 5</b> (All modules)</p> <ul style="list-style-type: none"> <li>• Sequence Expectations- field experience, dispositional assessment, professionalism, roles in classrooms Review ECE/NAEYC standards</li> <li>• Preschool Environments (310 &amp; 330)</li> <li>• Facilitation of language and literacy (Serving ELLs) (310 &amp; 330)</li> <li>• Review of observation forms for EC language and literacy environments (310)</li> <li>• Overview of summative assessment (All)</li> <li>• Overview of portfolio project (320 &amp; 330)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Come to week one prepared to discuss contexts – based field placement assignment examine the Illinois school report card, school website, and other provided materials</li> <li>• Complete Resume</li> </ul> <p><b>Readings</b>  <b>Mon:</b> Syllabus and assignment descriptions  <b>Wed:</b> Machado Ch. 3, Tabors Intro  <b>Fri:</b> Machado Ch. 18, Tabors Ch. 2 &amp; 3  <i>Thinking Back: Gordon &amp; Browne, Chapter 9</i></p>
<b>WEEK 2</b>		
<b>Essential Questions:</b>		
<p>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? (330)</p> <p>How do teachers effectively guide young children in their development of literacy across the early childhood curriculum? (330)</p>		
<b>9/7/16</b>	<b>Week 2 Topics and Experiences</b>	<b>Week 2 Readings and Assignments</b>
<b>Modules</b> (Mon 9/5 off for Labor Day)	<p><b>Start of school-based experiences</b></p> <ul style="list-style-type: none"> <li>• Introduction to school site by administrator (All)</li> <li>• Overview of site curriculum (All)</li> <li>• Facilitation of language and literacy (310 and 330)</li> <li>• Facilitating development via play (310)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Conducting classroom language and literacy audit- includes classroom literacy materials</li> <li>• 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.</li> <li>• 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></li> </ul> <p><b>Readings</b>  <b>Wed:</b> Machado Ch. 5, Tabors Ch. 5  <b>Fri:</b> Machado Ch. 6 &amp; 7  <i>Thinking Back: Gordon &amp; Browne, Chapter 10</i></p>

### 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? (330)

How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (310)

How do teachers use data to drive instructional practices and evaluate literacy instruction and student learning across the curriculum? (330)

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? (310)

How can summative and formative assessment be used to provide individual feedback regarding student achievement? (330)

How are objectives, assessment, data collection, data analysis, and educational decisions related? (320)

How are decisions made regarding what data should be collected? (320)

9/12/16	Week 3 Topics and Experiences	Week 3 Readings and Assignments
<b>Modules</b>	<ul style="list-style-type: none"> <li>• Literacy instruction</li> <li>• Addressing the needs of ELLs (330)</li> <li>• Review Portfolio Assignment (320 &amp; 330)</li> <li>• Conduct an observation of literacy assessment in preschool classrooms (310 &amp; 320)</li> <li>• Explore curriculum-based assessments for literacy (310)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Conduct an observation of literacy assessment in preschool classrooms</li> <li>• Observe classroom practices to support the needs of ELLs with <a href="#">Cultural and Linguistic Competency Assessment</a></li> <li>• Use self-developed rubric to assess children, followed by individual/collaborative analysis of rubric and results.</li> <li>• Choose a student for portfolio project and begin artifact collection/observational assessment</li> </ul> <p><b>Readings</b>  <b>Mon:</b> Machado Ch. 16 &amp; 17  <b>Wed:</b> Tabors Ch. 6 &amp; 7  <b>Fri:</b> <i>Thinking Back: Gordon &amp; Browne, Chapter 6</i></p>

### WEEK 4

#### Essential Questions

How do teachers teach reading utilizing evidence-based practices in classrooms? (310)

How do teachers design developmentally appropriate practices (including instructional units) for diverse learners to develop and strengthen their early literacy skills? (330)

How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (310)

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? (310)

How can summative and formative assessment be used to provide individual feedback regarding student achievement? (330)

Based upon data, what are appropriate objectives and interventions for students and classes? (320)

9/19/16	Week 4 Topics and Experiences	Week 4 Readings and Assignments
<b>Modules</b>	<ul style="list-style-type: none"> <li>• Conduct a small group Reading CBM (310)</li> <li>• 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. (310)</li> <li>• Begin pre-assessment for portfolio (320 &amp; 330)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• CBM Assignment: Score and analyze data from individual and small group reading CBM, interpret and make recommendations</li> <li>• Evaluate the scope and sequence of Literacy curriculum relative to standards</li> <li>• Must complete collection of observational pre-assessment for portfolio, followed by initial artifact</li> </ul> <p><b>Readings</b>  <b>Mon:</b> Gettinger &amp; Stoiber, 2012  <b>Wed:</b> Machado, Chapters 8 &amp; 13  <b>Fri:</b> Eliason &amp; Jenkins, Chapter 4</p>

**WEEK 5**  
**Essential Questions**

How do teachers teach reading utilizing evidence-based practices in classrooms? (310)  
 How do teachers effectively guide young children in their development of literacy across the early childhood curriculum? (330)  
 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? (310)  
 How do teachers select effective materials to teach literacy concepts and skills that meet the needs of a variety of learners within their classrooms? (330)  
 How do teachers adjust and adapt learning materials for diverse learners? (310)  
 How do teachers identify materials and resources that meet the needs of all learners in the classroom? (310)  
 How do teachers provide highly effective instruction for all students while addressing the literacy/language supports in the classroom? (310)  
 Based upon data, what are appropriate objectives and interventions for students and classes? (320)  
 How are decisions made regarding what data should be collected? (320)  
 How can young children become actively engaged in learning and in self-assessment? (330)

9/26/16	Week 5 Topics and Experiences	Week 5 Readings and Assignments
<b>Modules</b>	<ul style="list-style-type: none"> <li>• Design a literacy activity using an evidence-based strategy to support the needs of students. (310 and 330)</li> <li>• Lead or co-lead one classroom activity this week. Beginning week five lead an activity each day. (310)</li> <li>• Video record one activity/lesson per week. Share classroom videos during discussion sessions for formative feedback. (ALL)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Design a literacy activity using an evidence-based strategy to support the needs of students</li> <li>• 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.</li> </ul> <p><b>Readings</b>  <b>Mon:</b> Machado, Chapters 9, 10, &amp; 14  <b>Wed:</b> Cople &amp; Bredekamp, Chapter 5 on DAP  <b>Fri:</b></p>

**WEEK 6**  
**Essential Questions**

How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (310)  
 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? (310)  
 How can summative and formative assessment be used to provide individual feedback regarding student achievement? (330)  
 How are objectives, assessment, data collection, data analysis, and educational decisions related? (320)  
 How are decisions made regarding what data should be collected? (320)  
 How do teachers use data to drive instructional practices and evaluate literacy instruction and student learning across the curriculum? (330)  
 How do teachers design developmentally appropriate practices (including instructional units) for diverse learners to develop and strengthen their early literacy skills? (330)

10/3/16	Week 6 Topics and Experiences	Week 6 Topics and Experiences
<b>Modules</b>	<ul style="list-style-type: none"> <li>• Assessment: Observations and best practices. (320 and 330)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Time to work on ongoing assignments</li> </ul> <p><b>Readings</b>  <b>Mon:</b> Machado, Chapters 11, 12, &amp; 15  <b>Wed:</b> James-Ward et al., Chapters 1, 2 &amp; 3  <b>Fri:</b> Tabors Ch. 9</p>

**WEEK 7**

**Essential Questions**

How do teachers teach reading utilizing evidence-based practices in classrooms? (310)  
 How do teachers effectively guide young children in their development of literacy across the early childhood curriculum? (330)  
 How are objectives, assessment, data collection, data analysis, and educational decisions related? (320)  
 How do teachers effectively collaborate with other professionals across grade level and content area teams? (320)  
 How can young children become actively engaged in learning and in self-assessment? (330)

10/12/16	Week 7 Topics and Experiences	Week 7 Readings and Assignments
<b>Modules</b> (off Mon and Tues for Mid-Semester Break)	<ul style="list-style-type: none"> <li>Teacher candidates engage in co-teaching of literacy lessons with cooperating teacher educators or push-in support teachers – small and large group (310 and 330)</li> <li>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)</li> </ul>	<b>Assignments</b> <ul style="list-style-type: none"> <li>Literacy practices paper: comparative analysis of literacy practices across the curriculum to theory and practices in module readings</li> <li>Midterm assessment for Portfolio Project</li> </ul> <b>Readings</b> <ul style="list-style-type: none"> <li>Gordon &amp; Browne, Chapters 11 &amp; 14</li> <li>Machado, Chapter 19</li> </ul>

**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? (310)  
 How do teachers adjust and adapt learning materials for diverse learners? (310)  
 How do teachers identify materials and resources that meet the needs of all learners in the classroom? (310)  
 How do teachers provide effective instruction for all students while addressing literacy and language supports required by some in the classroom? (310)  
 How do teachers effectively collaborate with other professionals across grade level and content area teams? (320)  
 How can young children become actively engaged in learning and in self-assessment? (330)

10/17/16	Week 8 Topics and Experiences	Week 8 Readings and Assignments
<b>Modules</b>	<ul style="list-style-type: none"> <li>Possible week to rotate to visit other classrooms</li> <li>Introduction to final Sequence 5 Mini Unit (ALL)</li> <li>Reflect on co-teaching relationship and teaching strategies, in particular DI UDL sheltered instruction etc. (see CIEP M43) (330)</li> </ul>	<b>Assignments:</b> None <b>Readings</b> <b>Mon:</b> Gordon & Browne Ch. 3, Appendix A of Eliason&Jenkins <b>Wed:</b> <b>Fri:</b> In pairs, choose one and present summary to class <i>Early Childhood RTI</i> <a href="http://www.rtinetwork.org/images/roadmaptoprekrTI.pdf">http://www.rtinetwork.org/images/roadmaptoprekrTI.pdf</a> <i>Early Childhood PBIS</i> <a href="http://www.pbis.org/community/early_childhood/default.aspx">http://www.pbis.org/community/early_childhood/default.aspx</a> <i>Differentiating Instruction in the Preschool Classroom</i> <a href="http://www.stcloudstate.edu/tpi/teachersupport/documents/DifferentiatingInstruction-EarlyChildhood.pdf">http://www.stcloudstate.edu/tpi/teachersupport/documents/DifferentiatingInstruction-EarlyChildhood.pdf</a> <i>Using Assessment Results to Guide and Differentiate Instruction</i> <a href="http://supportunitedway.org/files/DifferentiatedInstructionpresentation.pdf">http://supportunitedway.org/files/DifferentiatedInstructionpresentation.pdf</a>  <i>Thinking Back: Gordon &amp; Browne Ch. 5 &amp; 7</i>



WEEK 9		
10/24/16	Week 9 Topics and Experiences	Week 9 Readings and Assignments
<b>Modules</b>	<ul style="list-style-type: none"> <li>Creating integrated experiences (310 and 330)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>Work on Mini Unit – Exploring integrated content- and domain- units/activities and begin developing activities and assessments</li> <li>Develop pre-assessment and refine (320)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>McAfee &amp; Leong, Chapters 1, 3, &amp; 4</li> </ul>
WEEK 10		
<p><b>Essential Questions</b></p> <p>How can summative and formative assessment be used to provide individual feedback regarding student achievement? (330)</p> <p>How are objectives, assessment, data collection, data analysis, and educational decisions related? (320)</p> <p>How are decisions made regarding what data should be collected? (320)</p>		
10/31/16	Week 10 Topics and Experiences	Week 10 Readings and Assignments
<b>Modules</b> (11/4 non-attendance day for CPS students)	<ul style="list-style-type: none"> <li>May need to leave this week open to teach mini unit (TBD)</li> <li>Administer class wide pre-assessment for Mini Unit (320)</li> <li>Plan sequence of MWF activities with pre assessment, planning based upon collected data, for Mini Unit (ALL)</li> <li>Peer review of assessments and lessons/activities (320)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>McAfee &amp; Leong, Chapter 7 and 8</li> </ul>

**WEEK 11**  
**Essential Questions**

How do teachers collect data to demonstrate that students are making progress in language and literacy skills? (310)  
 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? (310)  
 How can summative and formative assessment be used to provide individual feedback regarding student achievement? (330)  
 How are objectives, assessment, data collection, data analysis, and educational decisions related? (320)

11/7/16	Week 11 Topics and Experiences	Week 11 Readings and Assignments
<b>Modules</b> (11/9 & 11/11 non-attendance day for CPS students)	<ul style="list-style-type: none"> <li>• If necessary, mini units can only be taught on M, Tu, or Th of this week</li> <li>• Transition out of teaching role and provide support in the classroom</li> <li>• Collect post artifacts in for portfolio assessment and do summative assessment (320 &amp; 330)</li> <li>• Delivery and recording of activities for Mini Unit (ALL)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Collect class wide post data for Mini Unit</li> <li>• Analyze student data in relation to Mini Unit achievement goals</li> <li>• Post Assessment for Portfolio Project</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Becoming a Reflective Teacher</i>  <a href="http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflective_teacherexpanded.pdf">http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflective_teacherexpanded.pdf</a></li> </ul>

**WEEK 12: END OF MODULES 310, 320, 330**  
**Essential Questions**

How can summative and formative assessment be used to provide individual feedback regarding student achievement? (330)  
 How are decisions made regarding what data should be collected? (320)

11/14/16	Week 12 Topics and Experiences	Week 12 Readings and Assignments
<b>Modules</b>	<ul style="list-style-type: none"> <li>• Collect post artifacts for portfolio assessment and do summative assessment if not completed in week 11 (320 &amp; 330)</li> <li>• Transition out of community partner site</li> <li>• Evaluation of Mini Unit (ALL)</li> </ul>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Make sure all post data are collected for Mini Unit</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Data Driven Instruction in Kindergarten</i>  <a href="http://www.appstate.edu/~koppenhaverd/rcoe/5710/read/assessment/kindergarten.pdf">http://www.appstate.edu/~koppenhaverd/rcoe/5710/read/assessment/kindergarten.pdf</a></li> </ul>

12/7/16	POSTER SESSION	
<b>Modules</b>	<ul style="list-style-type: none"> <li>• Present Mini Units in Form of Posters for entire Sequence 5 Collaboration</li> <li>• Candidates will present to instructors before Poster Session for Evaluation</li> <li>• 9 – 11:15a</li> <li>• Location TBD</li> </ul>	