

**Teaching, Learning, and Leading with Schools and Communities (TLLSC): Sequence Five:
Literacy and Data Use**

**School of Education
Loyola University Chicago
Fall Semester 2014**

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Module Information

Dates: August 29th to October 14th

Days: Monday, Wednesday, Friday

Times: 8:00am-12:00pm

Location of Sequences at LUC: Mundelein Center - Room 609

Location of School Site: Uplift Community High School, 900 W. Wilson, Chicago, IL 60640, (773)

534-2875, School Website: <http://www.uplifths.org/index.jsp>

Sequence Overview:

This sequence focuses on literacy and data-based decision making. Module 440 places candidates in an English language arts block to acquire knowledge and skills in the assessing and teaching of more foundational language and literacy skills. Module 441 engages students in the use of data to measure objective mastery, measure student growth, and modify instruction. Module 442 involves candidates in a content area where they co-teach and teach personally designed lessons, utilizing sheltered strategies, informational texts, academic language, text-based discussions, and technology. They integrate and apply the assessment knowledge and skills learned in the previous modules.

Sequence Five Participation Policy:

It is expected that teacher candidates in Sequence Five schools will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions, both while in the 8-12 classrooms and in the sequence instructional sessions on campus and at the school site. In the event of approved absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective sites. The following guidelines for participation will be considered in the module grades.

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 listens when others talk, both in groups and in session

Grading Scale for Sequence Five:

Percent Range	Letter Grade
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

Description of each Module

Module 1: TLSC 440: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

This module focuses on language and literacy development and the teaching of reading skills. In onsite school experiences, teacher candidates will work with core curriculum and the use of informal and formal assessments to determine student instructional needs and target instructional

interventions. 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 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. This module focuses on language and literacy instruction and assessment in reading/English language arts primarily.

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?

Module 2: TLSC 441: Using Classroom Data in a Collaborative Environment to Advance Student Achievement

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 using excel to calculate basic descriptive statistics, candidates will use these statistics to display the results of a pretest/posttest analysis and use the data 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 discuss issues regarding valid and accurate assessment practices for diverse learners. Candidates learn to select assessments that test content outlined in objectives, rather than test language proficiency or mainstream cultural norms for bilingual learners; teachers will analyze and modify tests and tasks for cultural and linguistic bias and language level/load.

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?
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Module 3: TLSC 442: Discipline-Specific Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

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 utilizing the Sheltered Instruction Observation Protocol (SIOP). Teacher candidates will utilize a variety of technological tools and skills to differentiate instruction based on students' learning needs. Common Core State Standards for English Language Arts (CCSS ELA) 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 will use SIOP methods for the purpose of 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, graphic organizers and technology, and reviewing and assessing both content and language. This module focuses on discipline-specific literacy instruction and assessment in the content areas.

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?

****Additional details about skills and understandings teacher candidates will develop after participating in these modules is listed at the conclusion of the syllabus for simplicity.**

REQUIRED TEXT ACROSS MODULES:

The following texts are required for this course:

Buehl, D. (2014). Classroom Strategies for interactive learning (4th edition). Newark, DE: International reading association

Hougen, M. (2015) Fundamental of Literacy Instruction & Assessment. Paul Brookes Publishing Co. Inc: Baltimore, MD.

Daniels, Zemelman, & Steineke (2007) Content-Area Writing: Every Teachers' Guide. Portsmouth, NH: Heinemann.

All other materials (articles, links, and chapters) will be provided either through the course website or via a library resources link embedded in the syllabus. Careful reading and preparation is particularly important because the class discussions and activities will be designed to extend, critique and supplement, as opposed to summarize the ideas in the readings.

COURSE ASSIGNMENTS AND REQUIREMENTS (Descriptions and rubrics posted on Sakai)

Module 440

- Classroom Literacy Audit (10 %)
- Metacognitive reflection on reading (15%)
- Design one small group lesson targeting the needs of the student(s) assessed (30 %)
- Participation (30%)

Module 441

- Candidates in teams will analyze classroom reading scores, graph student groups (excel) and analyze the reading and intervention plan needs of the class. (30%)
- Design and administer pre (and post assessment) for content-based instruction in order to determine individual and class background knowledge and skills, graph pre-assessment data and discuss growth (35%)
- Participation (20%)

Module 442

- Develop and teach *three* content area lessons incorporating WIDA standards and use of technology utilizing SIOP resources. Identify and analyze text with respect to language support, text complexity and content. Reflect on student learning

outcomes related to content area knowledge and skills and language development and proficiency. Only 1 lesson should be submitted to the professor for review 30%

- **Audio record 1 lesson upload to LiveText (5%)**
- Mini Unit
 - Analysis of impact: pre and post assessment data, descriptions/reflections of lessons, examples of student work and comments, suggestions, revisions next steps (35 %) (Live text).
 - Summative Assessment/Presentation of Mini Unit: Poster Session visual and oral presentation and essay (15 of each module %)
- Participation 15%

Additional Expectations for the Course

- Students may not use computers, the internet, cell phones or PDAs during class unless approved by the professor based on a special need or authorized circumstances.
- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- Students will be expected to be prepared for class and have assignments ready to be handed in, uploaded to SAKAI or submitted to LiveText on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded (each day late results in a letter grade decrease).
- Students may not re-do assignments or expect that extra credit will be accepted. If you require additional support please make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.
- In class participation is central to student final grades. Student absences will be granted for family emergencies, religious holidays or illness. Students must provide a doctor's note for such circumstances. Absences that are not accounted for based on these circumstances will result in a letter grade reduction in class participation points.
- If you have questions about assignments please email **at least 24 hours in advance of an assignment deadline, with the understanding that emails sent on Friday after 5pm will not receive a response until Monday.** These requirements are intended to support your starting assignments early and being able to complete assignments in a timely manner with the utmost quality.

COURSE TOPICS AND ASSIGNED READINGS

Date	Location	Topics	Guiding Questions	Assignments Due
August 29 th	LSC	Overview Syllabus Module 440 The Big 5 GRR	What does the act of reading entail? How do we mentor students in being successful readers?	<p>On LiveText Fill Out Consent form for Research</p> <p>Chp 1: Tovani, C. (2004). Do I really have to teach reading?: Content Comprehension, Grades 6-12. Steinhouse Publishers: Portland, ME.</p> <p>Ippolito, J., Steele, J. L., & Samson, J. F. (2008). Introduction: Why Adolescent Literacy Matters Now. <i>Harvard Educational Review</i>, 78(1), pages 1-2.</p> <p>Jacobs, V. A. (2008). Adolescent Literacy: Putting the Crisis in Context. <i>Harvard Educational Review</i>, 78(1), 7-39.</p>
August 31	LSC	Models of Comprehension Comprehension Strategy Instruction Classroom literacy audit	How does background knowledge influence reading? What strategies support a coherent understanding of a text?	<p>Chapter 1 &2. Buehl, D. (2014). Classroom Strategies for interactive learning (4th edition). Newark, DE: International reading association. Also read p. Anticipation Guides, Chapter Tours, Inquiry Charts, K-W-L-Plus.</p> <p>Hougen, M.(2015) Fundamental of Literacy Instruction & Assessment. Paul Brookes Publishing Co. Inc: Baltimore, MD. Chapter 6.</p> <p>Bring in a short text from your discipline: Metacognitive exercise in class—hand in during class.</p>
September 2 nd	LSC	Aimsweb Language demands for diverse learners Lesson Planning	How do we help students' hold their thinking?	<p>Lucas,T., Villegas, A.M., & Freedson-Gonzalez, M (2008) Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners. <i>Journal of Teacher Education</i>, 59, 361-373.</p>

		Classroom literacy audit	What language and text demands influence comprehension?	Hougen Chapter 3 Workshop 1 on AimsWeb
LABOR DAY	No Class			
September 7 th	Uplift / LSC/ TBD	Academic Language	How can we support students' in being strategic word learners and adept language users?	Nagy, W., Townsend, D. (2012). Words as Tools: Learning Academic Vocabulary as Language Acquisition, <i>Reading Research Quarterly</i> , 47(1), 91-108 Hougen Chapter 4 Buehl, D. (2014). Classroom Strategies for interactive learning (4 th edition). Newark, DE: International reading association. Read: Student friendly vocabulary explanations, concept/definition mapping, and word family over view guide, word family trees.
September 9 th	Uplift	Bloom's taxonomy Lesson Planning	How do you construct lesson objectives to support (all) student learning?	Chapter 2: Echevarria, J., Vogt, M.E. & Short, D. (2010). <i>Making Content Comprehensible for Secondary English Learners: The SIOP® Model</i> . Boston: Allyn & Bacon. Bring in potential objectives for lesson plan Chapter 3. Buehl, D. (2014). Classroom Strategies for interactive learning (4 th edition). Newark, DE: International reading association. Also read: Self-questioning taxonomy, Interactive reading guides, Questioning the author, structured note-taking. Sign Up for 10 minute chat
Submit first lesson plan by Saturday at midnight September 10th				

September 12 th	Uplift	Overview of Module RTI Meet in computer room	Why is data central to responsive instruction? How do we determine if data is valid and reliable?	Lenski, S. (2011), What RTI Means for Content Area Teachers. <i>Journal of Adolescent & Adult Literacy</i> , 55: 276–282. Hougen Chapter 11 Touch base with your teacher about what your lessons should focus on. Start constructing objectives. AimsWeb Workshop 2 Systems Level data
September 14 th	Uplift	Use of excel Analyze classroom reading scores	How does data collection facilitate a MTSS? How do we aggregate and disaggregate data for meaningful school reform?	Classroom Case Example. Flowers, N., & Carpenter, D. (2009). You don't have to be a statistician to use data: A process for data-based decision making in schools. <i>Phi Delta Kappan</i> , 91 (2), 64-67 Computer Lab-in class activity/Lab Herman, J. & Baker, E. (2005) Making benchmark testing work. <i>Educational Leadership</i> , 63, 48-54.
September 16 th	Uplift	Designing rubrics Aligning assessment with objectives	How do we interpret student data for informed instruction?	Rosko, K., & Neuman, S. (2012). Formative Assessment: Simply, No additives. <i>The Reading Teacher</i> , 65, 534-538. Spinelli, C. (2011). <i>Linking Assessment to Instructional Strategies: A Guide for Teachers</i> . Chapter 7 Scoring, graphing and progress monitoring.
September 19 th	Uplift	Discuss Rubrics and Test Plan	How do you map objectives to outcomes?	Beck, S. et al (2015). Beyond the Rubric: Think-Alouds as a Diagnostic Assessment Tool for High School Writing Teachers. <i>Journal of Adolescent and Adult Literacy</i> , 58, 670-681. Test Plan
September 21 st	Uplift	Discussing upcoming pre-assessment		Gillis, V., & Van Wig, A. (2015) Disciplinary literacy assessment: A neglected area of responsibility. <i>Journal of Adolescent and Adult Literacy</i> , 58, 455-460.

			How do we interpret student data for informed instruction?	Pre-assessment and post assessment due (bring in hard copy)
September 23rd	Uplift	Guest Talk from the Author	How do structural and historical factors influence student performance and what we see in classrooms?	Deckman, S. (in press). Managing Race and Race-ing Management: Teachers' Stories of Race and Classroom Conflict. <i>Teachers College Record</i> Ladson-Billings, G. (2006) From the Achievement Gap to the Education Debt. <i>Educational Researcher</i> , 35, 7. Administer pre-assessment
Due Sunday at 4pm Analysis of Pre-Assessment				
September 26	Uplift	Begin Module Disciplinary Literacy	What is disciplinary literacy? How does it differ from reading in the content areas?	Shanahan & Shanahan (2012). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. In (Eds). I. Jacy, J. Steele, & J. Samson. Harvard Educational Press: Cambridge, MA. Hougen, M.(2015) Fundamental of Literacy Instruction & Assessment. Paul Brookes Publishing Co. Inc: Baltimore, MD. Chapter 10, 11, 12, 13 according to interest. You should be leading lessons this week
September 28 th	Uplift	Classrooms: Diverse learners and assessment in the disciplines WIDA	How do reading strategies differ depending on whether a student is a successful or struggling reader? How does being an ELL play into this?	Jimenez, R. T., & Garcia, G. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: <i>Reading Research Quarterly</i> , 31(1), 90 Deutscher, G. (2010, August 6th). Does Your Language Shape How You Think? <i>Times Magazine</i> .
September 30 th	Uplift		How do we create bound choices in our	Chapter 4 & 7: Daniels, Zemelman, & Steineke (2007) Content-Area Writing: Every Teachers' Guide. Portsmouth, NH: Heinemann.

		Group work on lesson planning in the content areas	instruction to increase motivated reading? How do we motivate students to write?	Hougen Chapter 7 Lesson Plan Due 9am
October 3 rd	Uplift	Motivation to read: efficacy and interest in reading in the disciplines for diverse language learners.		Moje, E. B., Dillon, D. R., & O'Brien, D. G. (2000). Re-examining the roles of the learner, the text, and the context in secondary literacy. <i>Journal of Educational Research</i> , 93, 165-180 Francois, C. (2013). Reading Is About Relating: Urban Youths Give Voice to the Possibilities for School Literacy. <i>Journal Of Adolescent & Adult Literacy</i> , 57(2), 141-149.
October 5 th	Uplift	Critical literacy strategies	What is critical literacy?	Wood, K., Soares, L., & Watson, P. (2006). Research into Practice: Empowering Adolescents Through Critical Literacy. <i>Middle School Journal</i> , 3, 55-59.
October 7 th	Uplift	Classrooms: Being a teacher researcher, methods for showcasing, thinking about and talking about data in content area classrooms.	What does it mean to be a teacher-researcher using evidence-based practices?	FANG, Z. (2012). Approaches to Developing Content Area Literacies: A Synthesis and a Critique. <i>Journal Of Adolescent & Adult Literacy</i> , 56(2), 103-108. doi:10.1002/JAAL.00110 Post-assessment Collected
Fall Break October 10 th				If you are missing a lesson you can go in Monday or Tuesday and collect post-assessment
October 12	Uplift	Classrooms:		Submit Final Pre-Post Assessment Analysis to LiveText

		Refining Instruction based on post-assessments Reviewing Posters	How do we communicate our instructional findings for the purpose of forwarding the work of others and ourselves?	Bring Poster to Class to Share with Class
October 14 th		Poster Session (Essay due to be posted on Live Text)		Submit final literacy audit and essay to Live Text Candidates showcase their work

Conceptual Framework Standards addressed in this Sequence:

- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
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Dispositions addressed in this Sequence:**Module 1: TLSC 440: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students**

- **D9** demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (b1H, f1A) (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 2: TLSC 441: Using Classroom Data in a Collaborative Environment to Advance Student Achievement

- **D4** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2F) (IB)
- **D6** collecting and analyzing community, school, family, and student data to guide educational decision making. (a2E) (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. (a1F, i2A, i2B) (IB)
- **D12** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (d1D)
- **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 3: TLSC 442: Discipline-Specific Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

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

- **D5** participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (i2G) (IB)
- **D6** collecting and analyzing community, school, family, and student data to guide educational decision making. (a2E) (IB)
- **D9** demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (b1H, f1A) (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.
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IDEA Course Evaluations Objectives for this Sequence are:

Module 1: TLSC 440: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Module 2: TLSC 441: Using Classroom Data in a Collaborative Environment to Advance Student Achievement

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Module 3: TLSC 442: Discipline-Specific Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

- Gaining factual knowledge (terminology, classifications, methods, trends)
 - Learning to apply course material (to improve thinking, problem solving, and decisions)
 - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
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Module 1: TLSC 440: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

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. (c1G) (IB)

- Explain the scope and sequence in relevant Standards (national, IL, CCSS). (c1A)
- Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (c1F, e1B, e1C, e1F, h1G, i1A) (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. (c1G, e1A, e1B) (IB)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (e1F)
- 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. (f1C)
- 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. (f1A, f1E, f1I, f2D)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (f1B)
- Design and deliver lessons that plan for and support language simultaneous to content, including use of language objectives, comprehensible input, and meaningful interaction. (a2C, b2I, c1D) (IB)
- Implement culturally responsive practices that support the unique learning needs of all students. (d2D) (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. (f1E, f2E, f2H, i2K, i2L)
- Develop literacy instruction and assessment that reflect an understanding of developmental, cultural, and linguistic diversity. (f1H, f2B, g2I) (IB)
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (f1G, f2A) (IB)

Module 2: TLSC 441: Using Classroom Data in a Collaborative Environment to Advance Student Achievement

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. (c1F, h1E, h1F) (IB)
- define and identify research-based diagnostic, formative and summative assessment strategies that are appropriate for student needs. (g1F) (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. (c1D, e1H, g1G) (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. (h1C) (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. (a1C, a2E) (IB)
- Describe a wide range of researched-based and evidence-based instructional strategies and the advantages and disadvantages of each. (e1B) (IB)
- Describe how to conduct and interpret appropriate assessments. (g1A, g1G)
- Collaborate with fellow teachers to co-plan and co-teach instructional units that meet the academic, social, and emotional needs of all students. (c2I, h2A, h2B, h2C, h2E, h2J) (IB)
- Design and implement a service-learning project to support school and community needs. (b2F) (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. (a2A)
- analyze and use student information and data to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. (a2A) (IB)

- use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (e1H, e2H) (IB)
- use all forms of data to plan for differentiated instruction to allow for variations in individual learning needs. (c2C) (IB)
- make data-driven decisions using traditional and alternative classroom assessment results to adjust practices to meet the needs of each student. (e2B, e2H, g1G) (IB)
- Differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. (a1B, a2A, a2C, b1E, b2E, c2C, c2H, c2J, e2E) (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. (c2J, e2A, i1A) (IB)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB)
- Use effective co-planning and co-teaching techniques to deliver instruction to all students. (c2J, e2I, h2E) (IB)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)

Module 3: TLSC 442: Discipline-Specific Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

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. (c1G) (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. (c1E, e1C) (IB)
- Describe the relationship between research and the use of various types of assessment data to guide instructional planning, delivery, and adaptation. (c1G)
- Identify the content standards and scope and sequence of the subject area of their certified content areas. (b1B)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (e1F)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (f1B)
- 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. (f1C) (IB)
- Recognize the qualitative, quantitative, and individual factors in a text that affect text complexity including how to estimate text readability. (f1G)
- Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (c2G, e2D, e2E, e2A, e2I, e2K, h2E) (IB)
- Use technology to accomplish differentiated and universally designed instruction to enhance students' ongoing growth and development. (c2G, e2F, e2G) (IB)
- Use assessment results to determine students' performance levels, identify learning targets, select research-based instructional strategies, and implement instruction to achieve learning outcomes. (c2F, e2H, g2A)
- 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. (a2A)
- Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. (a2A) (IB)
- Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each learner. (e1H, e2H) (IB)
- Use students' prior knowledge and experience to introduce new subject-area related content. (a2B, b1G, c2D) (IB)
- Differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. (a1B, a2A, a2C, b1E, b2E, c2C, c2H, c2J, e2E) (IB)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (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. (f1G, f2A) (IB)

- Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (f2G, f2J)
- Prepare students to plan for, participate in, and respond to a range of conversations and collaborative discussions. (f2J) (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. (b1F, b2D, b2G, e2F, e2G, i2K, i2L)

School of Education Policies and Information

Conceptual Framework Standards

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

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

Technology

Teacher candidates in Sequence Five will be expected to demonstrate evidence of professional technology skills. They will be expected to become competent with the range of technology at the school site, including interactive boards, their software, and school based curriculum software. They will also be required to effectively use Live Text software for the development of individually planned literacy-based lessons to be taught during the experience. Teacher candidates will also be expected to utilize a variety of websites including ISBE, Assessment data bases and professional support such as AIMSweb and Intervention Central, and literacy related professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills, and that they will promote access to these skills for all students with whom they and work.

Diversity

By focusing on the teaching of literacy within diverse classroom populations, this sequence addresses multiple perspectives on the development and teaching of literacy, including language and learning diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., English language learners, instructional contexts for students with special needs). It is expected that teacher candidates in Sequence Five will recognize, respect and address all varieties of diversity, including linguistic diversity, in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at the school site.

University Policies and Information

For more information about University Policies: <http://luc.edu/education/syllabus-addendum/>

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

ADDENDUM

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on ***STUDENT IDEA LOGIN*** on the left hand side of the page.

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](#).