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

School of Education
Loyola University Chicago
Fall Semester 2017

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Module Information
- Dates: August 28th -November 17th (at school-site) and December 6th
- Days: Monday, Wednesday, Friday
- Times: 8:15 am-11:15 am
- Location of Sequences at LUC: Mundelein 607 (for first week only)
- Location of School Site: Shurz High School---3601 N. Milwaukee Ave. Chicago, Il 60641
- School Website: http://www.schurzhs.org/

Sequence Overview:
This sequence focuses on literacy and data-based decision making. Module 310 places candidates in a literacy block to acquire knowledge and skills in the assessing and teaching of basic language and literacy skills. Module 320 engages students in the use of data to measure objective mastery, measure student growth, and modify instruction. Module 330 involves candidates in a content area where they co-teach and teach 2 personally designed lessons, utilizing sheltered strategies, informational texts 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 9-12 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 310: 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 320: 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?

Module 3: TLSC 330: 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 with develop after participating in these modules is listed at the conclusion of the syllabus for simplicity.

REQUIRED TEXTS ACROSS MODULES:
- Buehl, D. (2014). Classroom Strategies for Interactive Learning (4th ed.). Newark, DE: International Reading Association.
- Heritage, M., Walqui, A., & Linquanti, R. (2015). English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom. Cambridge, MA: Harvard Education Press. ISBN: 978-1-61250-801-6
- Hougen, Martha C. (2015). Fundamentals of Literacy Instruction and Assessment 6 – 12. Baltimore: Brooks Publishing
- Tomlinson, C. & Moon, T. R. (2013) Assessment and Student Success in a Differentiated Classroom. Alexandra, VA: ASCD.
- Module Readings (Articles linked on Sakai)

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

Module 310
- Develop a professional resume to be shared with your school site (5%)
- Complete a Classroom Literacy Audit (15 %)
- Conduct and analyze an individual reading assessment (5%)
- Design and teach two small group lessons targeting the needs of the student(s) assessed (25% each)
- Demonstrate consistent and professional Attendance and Participation (10%)
- Complete Summative Assessment: Poster Session visual and oral presentation and essay (15%)

Module 320
- Systems level cases analysis: analyze the reading and intervention plan needs of a school or class. Working in a team of 3-4 teacher candidates formulate an assessment and data analysis action plan for the school and target classes (10% of module grade).
- Class case analysis: analyze the reading and test data of a classroom (15%)
- Pre and Post Assessment design– Design and implement pre and post assessments for content-based instruction in order to determine individual and class background knowledge and skills (25%)
- Analyze pre and post assessments for content-based instruction in order to determine individual and class background knowledge and skills (25%)
- Demonstrate consistent and professional Attendance and Participation (10%)
- Complete Summative Assessment: Poster Session visual and oral presentation and essay (15%)

Module 330
Mini Unit: Lesson Plans, Analysis of Pre and Post Test data, and Reflections.

- Develop and teach three content area lessons incorporating WIDA standards and use of technology utilizing SIOP resources. Identify and analyze text resources with respect to reading level, language support, text complexity and content. Reflect on student learning outcomes related to content area knowledge and skills and language development and proficiency. Use of school based technology is required for at least one lesson. (20% for each lesson plan) **Submit final lesson with mini unit to LiveText**
- Analysis of impact: pre and post assessment data, descriptions/reflections of lessons, examples of student work and comments, suggestions, revisions next steps (15 %) (LiveText).
- Participation (10%)
- Complete Summative Assessment: Poster Session visual and oral presentation and essay (15%)

Additional Expectations for the Course.
- 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.

COURSE TOPICS AND ASSIGNED READINGS

Date	Location	Topics	Guiding Questions	Assignments Due
MODULE 310 (TLLSC 310)				
Monday, August 28	LSC	-Overview of Sequence -Intro to Module 1 -Materials, Essential Questions, Assessments -Professionalism at School Site/Handbook -Upcoming Assignment Intro	-What does the act of reading entail? -How do we mentor students in being successful readers?	-Hougen, Martha C. (2015). Fundamentals of Literacy Instruction and Assessment 6– 12 [Chapters 1&2] -Review TLLSC Handbook (Resources tab on Sakai) -Familiarize yourself with syllabus (Sakai) **Bring text, syllabus, and an empty notebook
Wednesday, August 30	LSC	-Classroom literacy audit	-How does background knowledge influence reading? -What strategies	-Familiarize yourself with Literacy Audit (Assignments tab on Sakai) -**ONE-PAGE RESUME Draft DUE (IN CLASS)** – bring 3 printed copies

			support a coherent understanding of a text?	
Friday, September 1	LSC	- **Aimsweb, School Psychology presentation (9:15-10:10am)*** -Language demands for diverse learners -Lesson Planning -**Review Literacy Audit**	-How do we help students' hold their thinking? -What language and text demands influence comprehension?	-Lucas,T., Villegas, A.M., & Freedson-Gonzalez, M (2008) Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners [Sakai] -Hougen, Martha C. (2015). Fundamentals of Literacy Instruction and Assessment 6–12 [Chapter 5] **Final Draft of Resume Due (bring 3 printed copies)**
LABOR DAY (Monday, September 4)—NO CLASS				
Wednesday, September 6		-Academic Language -Writing Effective Lesson Plans -Common Core State Standards	-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, *Reading Research Quarterly, 47*(1), 91-108. -Hougen, Martha C. (2015). Fundamentals of Literacy Instruction and Assessment 6– 12 [Chapter 4] -Read CCSS Appendix A http://www.corestandards.org/assets/Appendix_A.pdf -Familiarize yourself with Lesson Plan template (Sakai) -**Introduce Lesson Plan #1 Assignment** -Use at least ONE activity from Table 3.2 (p. 34) in Hougen; Reference Buehl (pp.51-53) for additional guidance
Friday, September 8		Lesson Planning	How do you construct lesson objectives to support (all) student learning?	-Echevarria, J., Vogt, M.E. & Short, D. (2010). *Making Content Comprehensible for Secondary English Learners: The SIOP® Model* [Chapter 2] [Sakai] -**Introduce Individual Reading Assessment Assignment** -**Bring in potential objectives for lesson plan #1**
Monday, September 11		-Bloom's Taxonomy -Lesson Planning	How do you construct lesson objectives to support (all) student learning?	-Krathwohl, D.R. (2002). A revision of Bloom's Taxonomy: An overview, theory into practice. *Theory into Practice, 41*(4), 212-218. [Sakai]
Wednesday, September 13		-Fluency, Vocabulary, and Reading Comprehension—Bringing it Together	-How can all teachers use fluency, vocabulary, and reading comprehension to improve adolescent	-McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know [Sakai] -**INDIVIDUAL READING ASSESSMENT DUE (11:59 PM)**

			literacy?	
Friday, September 15		-Core Literacy Lessons	-What role does literacy play in all content areas?	-Duke, N.K.,Pearson, P.D., Strachan, S.L., & Billman, A.K. (2011). Essential elements of fostering and teaching reading comprehension [Chapter 3] [Sakai]
Monday, September 18		-Content Area Breakouts	-How can we implement literacy in all content areas?	Read Classroom Content Specific Chapters in Hougen Text -ELA: Chapter 10 -History: Chapter 11 -Science: Chapter 12 **-LESSON PLAN #1 DUE**
Wednesday, September 20		RTI	Why is data central to responsive instruction? How do we determine if data is valid and reliable?	-Hougen, Martha C. (2015). Fundamentals of Literacy Instruction and Assessment 6– 12 [Chapter 16] -Come prepared to discuss Assignment #2-3 (p. 230)—take preliminary notes
Friday, September 22		-Overview of Data-Based Decision Making -Formative and Summative Assessment -Performance Tasks & Designing Rubrics -Aligning Assessment with Objectives	-What role does formative and summative assessment play in classroom instruction?	-Fisher, D. & Frey, N. (2014). Formative assessment: Designing and implementing a viable system [Sakai]
MODULE 320 (TLLSC 320)				
Monday, September 25		-Essential Questions for Module 2 -Analysis of data -Use of Excel	-How can teachers use student data to improve classroom instruction?	-**LITERACY AUDIT DUE (IN CLASS)** (Discuss findings in class) -Stiggins, R. (2007). Assessment through the student's eyes [Sakai] -What are two key takeaways from the article? -What implications do they have for your future classroom?
Wednesday, September 27		-Differentiated Instruction -Technology in the Classroom	What is differentiation? -How can teachers meet the learning needs of all students?	-Tomlinson, C. & Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 1] -Review classroom technology tools
Friday, September 29		-Relationship between Assessment and Curriculum	-What role does assessment play in curriculum	-Tomlinson, C. & Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 2] -Explain the relationship between assessment and curriculum

		-Introduction to Pre-and Post-Assessments	development?	-Introduce Mini Unit Pre-/Post-Assessment Assignment -LESSON PLAN #2 DUE
Monday, October 2		-Pre- and Post-Assessment	-What does it mean to be a teacher-researcher using evidence-based practices?	-Tomlinson, C. & Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 3] -Review sample pre-assessments -Brainstorm Mini Unit
Wednesday, October 4		-Ongoing Assessment: Knowing Where Students are as a Unit Begins	-How do we interpret student data for informed instruction?	-Tomlinson, C. & Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 4]
Friday, October 6		Designing rubrics	- How do you map objectives to outcomes?	-Wolf, K. & Stevens, E. (2007). The Role of Rubrics in Advancing and Assessing Student Learning [Sakai] -Beck, S. et al (2015). Beyond the Rubric: Think-Alouds as a Diagnostic Assessment Tool for High School Writing Teachers. *Journal of Adolescent and Adult Literacy* [Sakai] -CLASS CASE ANALYSIS DUE (IN CLASS)
FALL BREAK (Monday, October 9)—NO CLASS *REMIND YOUR TEACHERS*				
Wednesday, October 11		-Academic Language Review -Summative Assessment	-How can we support students' in being strategic word learners and adept language users?	-Cohen, J. & Daniel, M.C. (2013). What is a teacher to do with a newcomer? -Tomlinson, C. & Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom [Chapter 5] -PRE-ASSESSMENT QUESTIONS AND RUBRIC DUE (IN CLASS)
Friday, October 13		-The Big Picture of Assessments	-What role do rubrics play in assessment?	-Popham, W.J. (1997). Special topic/What's wrong—and what's right—with rubrics [Sakai] -Bring a copy of a rubric used at Sullivan
Monday, October 16		-ELLs and the New Standards	-How do reading strategies differ depending on whether a student is a successful or	-Heritage, M., Walqui, A., & Linquanti, R. (2015). English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom [Chapter 1] -Jimenez, R. T., & Garcia, G. (1996). The reading strategies of bilingual Latina/o students who are successful English readers [Sakai] -What considerations do you need to make for your ELL students when

			struggling reader? How does being an ELL play into this?	planning instruction?
Wednesday, October 18		-Creating Inclusive Classroom Communities	-How can teachers create an inclusive classroom community?	-Freire, P. (1970). *Pedagogy of the Oppressed* [Chapter 2] [Sakai] -van Garderen & Whitaker, "Planning Differentiated, Multicultural Instruction for Secondary Inclusive Classrooms" [Sakai]
Friday, October 20		-Module Wrap-up -Sheltered instruction for language development -WIDA Standards -CCSS ELA in Discipline Specific Instruction	-How can teachers scaffold student learning?	-Heritage, M., Walqui, A., & Linquanti, R. (2015). English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom [Chapter 2] **-Conduct pre-assessment by today (Record student results on Excel)**
MODULE 330 (TLLSC 330)				
Monday, October 23		-Essential Questions for Module 3 -Culturally Responsive Pedagogy -ELL Theory to Practice	-What impact does culturally relevant pedagogy have on student performance?	-Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy [Sakai] -Heritage, M., Walqui, A., & Linquanti, R. (2015). English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom [Chapter 3]
Wednesday, October 25		-Formative Assessment Review	-What role does formative assessment play on student learning and performance?	-Heritage, M., Walqui, A., & Linquanti, R. (2015). English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom [Chapters 4&5]
Friday, October 28		-Complex texts in academic disciplines	-How can teachers scaffold the reading of complex texts for students?	-Buehl, D. (2014). Classroom Strategies for Interactive Learning [Chapter 1]
Monday, October 30		-Frontloading—Addressing Knowledge Demands of Complex Texts	-How can teachers incorporate complex texts within all content areas?	-Buehl, D. (2014). Classroom Strategies for Interactive Learning [Chapter 2]
Wednesday,		Questioning for	-What impact does	-Buehl, D. (2014). Classroom Strategies for Interactive Learning [Chapter 3]

November 1		Understanding—Use of Collaborative Discussion	student-led questioning have on comprehension and student learning?	-Wiggins, A. (2011). Not teaching ethics [Sakai] -hooks, b. (1994). *Teaching to Transgress* [Chapter 3] [Sakai] 　　　-Create Socratic Seminar Questions about hooks article using prompts
Friday, November 3		<mark>-STUDENT NON-ATTENDANCE (CLASS ON CAMPUS)</mark> -Mentoring Reading through Disciplinary Lenses	-How do we create bound choices in our instruction to increase motivated reading? -How do we motivate students to write?	-Buehl, D. (2014). Classroom Strategies for Interactive Learning [Chapter 4] **-SYSTEMS LEVEL CASE ANALYSIS (WITH SCHOOL PSYCHOLOGISTS)**
Monday, November 6		-Introduce Sequence Five Summative Assessment -Reflection on student learning outcomes related to content and language objectives -Current Laws, Policies, and Initiatives	-What impact does pre-/post-assessment have on curriculum development? -How do current laws, policies, and initiatives in education impact classroom instruction?	-Hougen, Martha C. (2015). Fundamentals of Literacy Instruction and Assessment 6– 12 [Chapter 18] -How do these laws, policies, and initiatives impact the students you have observed at Sullivan? In your previous school experiences? -Bring computer and Summative Assessment Assignment [Sakai]
Wednesday, November 8		-ELL Policy	-How can teachers meet the learning needs of ELL students?	-Heritage, M., Walqui, A., & Linquanti, R. (2015). English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom [Chapter 6]
Friday, November 10		-Discussion of Mini Unit -Preparation for Poster Session -Cultural Diversity in the Classroom	-How can teachers meet the learning needs of all learners from all backgrounds? -How do we communicate our instructional findings for the purpose of forwarding the work of others and ourselves?	**-Complete all 3 Mini Unit Lessons by today** -Gay, G. (2013). Teaching to and Through Cultural Diversity [Sakai]

Monday, November 13		-Definition of Smartness	-How do individuals define smartness in the United States? -What impact does this definition have on student learning and achievement?	**-Conduct Post-Assessment by today** -Hatt, B. (2012). Smartness as Cultural Practice in Schools [Sakai]
Wednesday, November 15		**Student non-attendance day—class on campus?** Social Justice Education	-How can teachers implement social justice in the classroom?	-Hackman, H. (2005). Five essential components for social justice education. *Equity & Excellence in Education, 38,* 103-109. [Sakai]
Friday, November 17		Last Day at School Site	-Why do educators need to consider their identities in relation to curriculum development?	**-ANALYSIS OF PRE- AND POST-ASSESSMENT DATA ON EXCEL (IN CLASS) -MINI UNIT/ANALYSIS OF IMPACT DUE: including ELL support, technology, analysis of impact, examples of student work, reflections, etc. due on LiveText by 11:59 p.m.** -Blaisdell, B. (2005). Seeing every student as a 10: Using critical race theory to engage white teachers' colorblindness. *International Journal of Educational Policy, 6*(1). 31-50. [Sakai] -Class debrief
Monday, December 4				**Sign up for time to present poster for assessment**
Wednesday, December 6	LSC	-Poster Session -Essay Due (to be posted on LiveText)		**Candidates from all sections showcase their work in literacy across all programs and grade levels.**

Conceptual Framework Standards addressed in this Sequence:

- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

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.

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.

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University Policies and Information

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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.*

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator.

Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. Any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Electronic Communication Policies and Guidelines: The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Loyola University Chicago
School of Education
Syllabus 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, Inquiry, and Social Justice.** 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

Syllabus Addendum Link

www.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.***