School of Education
Loyola University Chicago
Fall Semester 2018

Teaching, Learning, and Leading with Schools and Communities
ECSE Sequence Five: Literacy and Data Use

TLSC 310: Language and Literacy for Diverse Students: **Teaching and Assessing Culturally and Linguistically Diverse Students**
TLSC 320: Using Classroom Data in a Collaborative Environment to Advance Student Achievement
TLSC 330: Discipline-Specific Literacy for Diverse Students: **Teaching and Assessing Culturally and Linguistically Diverse Students**

Instructor Information
Name: Sarah Dennis, Ph.D.
Email: sdennis5@luc.edu

Co-Instructor
Safiyah Jackson, M.Ed.
Email: itstime2@gmail.com

Office hours: By appointment on campus and at school site during school-based sessions

Module Information
Dates: Monday/Wednesday/Friday, August 27th to November 26th
Times: 8:15am-11:15am (campus); 8:00am-11:15am (school site)
Campus Location: Mundelein Center, Room 609
Field Site: Belmont-Cragin Early Childhood Center, 6041 W. Diversey Ave, Chicago 60639

Sequence Overview:
This syllabus introduces TLSC 310, 320, and 330 separately as required for university syllabi. However, in the ECSE program these modules are integrated into a continuous field-based experience rather than offered sequentially as in Sequences 1-4.

Sequence 5 focuses on language and literacy development and inclusive practices (including data-based decision making) for culturally and linguistically diverse preschool-aged children (including children with special needs). Module 310 involves candidates in planning and implementing developmentally appropriate, evidence-based language and literacy practices. Module 320 engages candidates in the use of formal and authentic assessment practices to measure progress on learning objectives (including IEP and curriculum goals), developmental progress, and pre-academic readiness. Candidates gain experience in both planning and modifying instruction to meet group and individual needs. Module 330 involves the integration and application of the teaching and assessment knowledge and skills they learn in modules 310 and 320 to the planning and evaluation of integrated unit-based instruction. Alongside SOE faculty and classroom teachers, candidates incorporate technology into the design, implementation, and reflection upon individual, small group, and whole class activities, some of which involve co-teaching and sheltered instruction. Sequence 5 addresses TLLSC Enduring Understandings 2, 3, 4, 6, 8, and 9, and is offered in conjunction with coursework focusing on inclusive practices for preschool-aged children with special needs. Candidates also complete assignments for CIEP M43 while in their placement classrooms. CIEP M43 and TLSC 310/320/330 instructors will collaborate throughout the semester to ensure alignment of schedules and practices.

Conceptual Framework Standards Addressed in this Sequence:
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidates demonstrate technological knowledge and skills, which enhance education.

TLSC 310 (2 credit hours)
Language and Literacy for Diverse Students:
Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 310 Module Description

This module focuses on the teaching of literacy skills developmentally appropriate for preschool. Emphasized are IL ELD Standards, as well as WIDA Standards for English and Spanish language development. In on-site school experiences, teacher candidates will work with core curriculum and the use of informal and formal assessments to determine student instructional needs and to target instructional interventions to them. Evidence-based instructional practices designed to address and adapt to the needs of culturally and linguistically diverse learners will be emphasized. Teacher candidates will work with classroom teachers to select high quality print non-print and technological resources for teaching literacy skills for use in the lessons that they prepare and teach. Experiences will be integrated within the Multi-Tier System of Support (MTSS) Framework wherever possible, and all experiences will be integrated within best practices for working with emergent bilingual children.

This module focuses on literacy (i.e. reading, writing) with the broad lens of preschoolers and an emphasis on the connection between language and literacy for culturally and linguistically diverse students who are still acquiring the English language. Since language (i.e., listening and speaking) and literacy (i.e., reading and writing) are inherently connected through receptive (i.e., listening and reading) and productive (i.e., speaking and writing) domains. Sequence 5 includes instructional strategies (across the curriculum and including all developmental domains) with a focus on language and literacy to prepare teachers for classroom contexts with emergent bilingual children.

Module Goals

Essential Questions:

1. How do teachers teach reading utilizing evidence-based practices in classrooms?
2. How do teachers incorporate student choice 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 to target reading instruction and interventions to their specific and individual needs?
6. How do teachers provide highly effective instruction for all students while addressing the literacy and language supports required by some in the classroom?
7. How do teachers identify materials and resources that meet the needs of all learners in the classroom?
8. How do teachers adjust and adapt learning materials for diverse learners?
9. How do teachers collect data to demonstrate that students are making progress in language and literacy skills?
10. How do teachers differentiate instruction for students who struggle with language and literacy and work toward closing achievement gaps by helping students acquire grade level skills as determined by standards?

As a part of this module, candidates will understand that effective educators:

- Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.

- Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:
- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain the scope and sequence in relevant Standards (national, IL, CCSS). (3A)
- Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)
- Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, fluency, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research. (6C)
- Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Design and deliver lessons that plan for and support language simultaneous to content, including use of language objectives, comprehensible input, and meaningful interaction. (1J, 2Q, 3D) (IB)
- Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)
- Develop, implement, evaluate, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening /speaking, and in areas of history/social studies, science/technical subjects
- Model the integration of reading, writing, and oral communication skills to effectively engage students in content learning across the PK – 12 grades including safe, ethical and legal use of technology. (6E, 6N, 6Q, 9S, 9T)
- Develop literacy instruction and assessment that reflect an understanding of developmental, cultural, and linguistic diversity. (6H, 6K, 7R) (IB)
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (6G, 6J) (IB)

English as a Second Language (ESL) Endorsement
By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:
- 1.A Language as a System – The competent ESL teacher demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.
- 1.A Language as a System—The competent ESL teacher demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.
- 3.C Using Resources Effectively in ESL Instruction – The competent ESL teacher evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.

- 3.C Using Resources Effectively in ESL Instruction—The competent ESL teacher uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

Dispositions Assessed in this Module

The teacher candidate commits to appropriate professional and interpersonal behaviors by:
- **D9** demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
- **D15** valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

Module Assignments

- o Assignments are listed in this syllabus with assignment descriptions and rubrics posted in LiveText where necessary.

IDEA Course Evaluation Objectives

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

The goals of Sequence 5 are primarily to support candidates in:

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

TLSC 320 Module Description

This module focuses on the relationship between curriculum, assessment, data analysis and instructional modifications for the teaching of reading skills in developmentally appropriate preschool environments. Mentor teachers at clinical sites will work with candidates to understand and aid in the analysis of school wide (if applicable) and classroom data and discuss how that influences class and individual student instruction and intervention. Candidates learn about the design of traditional and alternative assessments, as well as the various issues regarding assessment design and implementation can lead to invalid and unreliable data for diverse students. Candidates then learn specifically about how to utilize data to determine student achievement and guide instruction. For emergent bilingual students, candidates learn to select assessments that examine content outlined in objectives, rather than test language proficiency or mainstream cultural norms; teachers will analyze and modify tests and tasks for cultural and linguistic bias and language level/load. All ECSE candidates will complete this module at a school with emergent bilingual children and most likely in bilingual classrooms to ensure content application to the context of bilingual education.

As is the case with TLSC 310, this module focuses on literacy (i.e. reading, writing) with the broad lens of preschoolers and an emphasis on the connection between language and literacy for culturally and linguistically diverse students who are still acquiring the English language. Since language (i.e., listening and speaking) and literacy (i.e., reading and writing) are inherently connected through receptive (i.e., listening and reading) and productive (i.e., speaking and writing) domains. Sequence 5 includes instructional strategies (across the curriculum and including all developmental domains) with a focus on language and literacy to prepare teachers for classroom contexts with emergent bilingual children. Beginning in this module, candidates will be expected to consider the role of academic language in their instruction and plan specifically to support the development of academic language for all students in the classroom.

Module Goals

Essential Questions:
1. How can summative and formative assessment be used to provide individual feedback regarding student achievement?
2. How are objectives, assessment, data collection, data analysis, and educational decisions related?
3. How do teachers effectively collaborate with other professionals across grade level and content area teams?
4. How can teachers use data to effectively design, adjust and modify instruction for the individual classroom and school?
5. How do teachers take into consideration contextual components and aspects of diversity of students when analyzing data and formulating achievement plans?
6. Based on data, what are appropriate objectives and interventions for students and classes?
   What data should be collected?

As a part of this module, candidates will understand that effective educators:
- 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.
- 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).
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.

- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:
- Explain the benefits for students, schools and communities of effective internal (e.g. teacher-teacher, teacher-support personnel, teacher-administrator) collaborative relationships. (3F, 8E, 8F) (IB)
- Define and identify research-based diagnostic, formative and summative assessment strategies that are appropriate for student needs. (7F) (IB)
- Explain when and how to adapt or modify instruction based on traditional and alternative classroom assessments' outcome data, as well as student needs, goals, and responses. (3D, 5H, 7G) (IB)
- Describe the types and purposes of authentic assessments used to engage students in real academic and linguistic practices. (IB)
- Share collaboratively the use of data to design and implement effective school interventions that benefit all students. (8C) (IB)
- Identify information about students' individual experiences, families, cultures, languages, and communities that can be used to create meaningful learning opportunities and enrich instruction for all students. (1C, 1L) (IB)
- Describe a wide range of researched-based and evidence-based instructional strategies and the advantages and disadvantages of each. (5B) (IB)
- Describe how to conduct and interpret appropriate assessments. (7A, 7G)
- Collaborate with fellow teachers to co-plan and co-teach instructional units that meet the academic, social, and emotional needs of all students. (3P, 8J, 8K, 8L, 8N, 8S) (IB)
- Design and implement a service-learning project to support school and community needs. (2N) (IB)
- Use pre- and post- data in the form of traditional or alternative forms of classroom assessment to determine the mastery of objectives.
- Use pre, post and ongoing assessment data to calculate student and class growth. (1H)
- Analyze and use student information and data to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. (1H) (IB)
- Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)
- Use all forms of data to plan for differentiated instruction to allow for variations in individual learning needs. (3J) (IB)
- Make data-driven decisions using traditional and alternative classroom assessment results to adjust practices to meet the needs of each student. (5J, 5P, 7G) (IB)
- Differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. (1B, 1I, 1K, 2E, 2M, 3L, 3O, 3Q, 5M) (IB)
- Evaluate, select, and integrate a variety of research-based strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (3Q, 5I, 9A) (IB)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (1J, 2E) (IB)
- Use effective co-planning and co-teaching techniques to deliver instruction to all students. (3Q, 5Q, 8N) (IB)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1A, 1H, 2E, 2M, 3Q, 5M) (IB)

English as a Second Language (ESL) Endorsement
By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

- 1.A Language as a System – The competent ESL teacher demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.
- 1.A Language as a System—The competent ESL teacher demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.
- 3.C Using Resources Effectively in ESL Instruction – The competent ESL teacher evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.
- 3.C Using Resources Effectively in ESL Instruction—The competent ESL teacher uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

Dispositions Assessed in this Module

The teacher candidate commits to appropriate professional and interpersonal behaviors by:
- **D4:** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
- **D6:** collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
- **D7:** valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9M, 9N) (IB)
- **D8**: demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
- **D12:** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- **D14** demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.
- **D17**: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Module Assignments

Assignments are listed on the course calendar with details posted on LiveText where necessary.

IDEA Course Evaluation Objectives

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

The goals of TLSC 320 are primarily to support candidates in:

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

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

TLSC 330 Module Description

The focus of this module is on using what has been learned about the collection and analysis of assessment data to determine classroom literacy needs within discipline specific instruction and to support the language development of emergent bilingual learners. Using pre, post and ongoing individual and class assessment data, candidates will plan and teach evidence based instructional literacy lessons as well as an integrated mini-unit. Teacher candidates will utilize a variety of technological tools and skills to differentiate instruction based on students' learning needs. Illinois Early Learning and Development Standards for a range of domains along with World-Class Instructional Design and Assessment (WIDA) standards will be used to guide instructional planning. Emphasizing developmentally appropriate practices, candidates will select high quality and culturally responsive reading material to support academic language and vocabulary, to guide students to respond critically and creatively to challenging texts, and to respond in a variety of forms of language, including reading, writing, listening, speaking and viewing in content area curricular lessons.

- In this module, candidates support students' language and literacy development in content area instruction through *sheltered instruction* to support and target language development simultaneous to teaching content. Operationalized in the Sheltered Instruction Observation Protocol (SIOP), strategies include: writing content and language objectives, accessing prior knowledge, pre-teaching academic vocabulary, maximizing opportunities for interaction, allowing for ample wait time and native language support, teaching cognitive and metacognitive strategies, using visuals, realia, graphic organizers and technology, and reviewing and assessing both content and language. Part of two modules focused on methodology for culturally and linguistically diverse students, this module focuses on discipline-specific literacy instruction and assessment in the content areas.
- Whereas all teacher candidates will engage in this module at a school with ELLs, candidates in the ECSE program are be placed in blended, sheltered, and bilingual classrooms to ensure content application across diverse education models.

Module Goals

Essential Questions:
1. How do teachers in content area classrooms effectively guide students in their development of literacy practices within discipline specific contexts?
2. How do teachers select effective materials to teach concepts and skills within discipline specific contexts that meet the needs of a variety of learners within their classrooms?
3. How do teachers use a variety of language and methods of communication within classrooms, including listening, speaking, reading, writing, and viewing?
4. How do teachers use data to drive instructional practices and evaluate teaching and learning effectiveness in literacy growth in science and social studies?
5. How do teachers design developmentally appropriate practices for diverse learners to develop and strengthen their skills in discipline specific literacy in content area classrooms or units?
6. How do learners become actively engaged in learning and in self-assessment?

As a part of this module, candidates will understand that effective educators:
- Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.

- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:
- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (3E, 5C) (IB)
- Describe the relationship between research and the use of various types of assessment data to guide instructional planning, delivery, and adaptation. (3G)
- Identify the content standards and scope and sequence of the subject area of their certified content areas. (2B)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Identify literary and informational text structures as well as literacy devices and rhetorical features.
- Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (6C) (IB)
- Recognize the qualitative, quantitative, and individual factors in a text that affect text complexity including how to estimate text readability. (6G)
- Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5I, 5L, 5M, 5Q, 5S, 8N) (IB)
- Use technology to accomplish differentiated and universally designed instruction to enhance students' ongoing growth and development. (3N, 5N, 5O) (IB)
- Use assessment results to determine students' performance levels, identify learning targets, select research-based instructional strategies, and implement instruction to achieve learning outcomes. (3M, 5P, 6J)
- Use pre and post data in the form of traditional or alternative forms of classroom assessment to determine the mastery of objectives.
- Use pre, post and ongoing assessment data to calculate student and class growth. (1H)
- Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. (1H) (IB)
- Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each learner. (5H, 5P) (IB)
- Use students' prior knowledge and experience to introduce new subject-area related content. (1I, 2G, 3K) (IB)
- Differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. (1B, 1H, 1J, 2E, 2M, 3J, 3O, 3Q, 5M) (IB)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (1H, 2E) (IB)
- Develop, implement, evaluate, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening /speaking, and in areas of history/social studies, science/technical subjects).
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (6G, 6J) (IB)
- Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (6P, 6S)
- Prepare students to plan for, participate in, and respond to a range of conversations and collaborative discussions. (6S) (IB)

- Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, camera, interactive web sites, blogs, online research. (2F, 2L, 2O, 5N, 5O, 9S, 9T)

TLSC 330

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

- 3.B Implementing and Managing Standards-based ESL and Content: Understands and provides access to the core curriculum, including using the student's primary language.
- 3.B Implementing and Managing Standards-based ESL and Content: Implements a variety of second language teaching strategies and approaches (guided by national and State ESL language learning standards) for developing and integrating academic English language in the listening, speaking, reading and writing domains.

Dispositions Assessed in this Module

The teacher candidate commits to demonstrate appropriate professional and interpersonal behaviors by…
D5 participating in ongoing professional development, reading, and research to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
D6 collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
D13 demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

Module Assignments

- Assignments are listed on the course calendar with details posted on Sakai where necessary.

IDEA Course Evaluation Objectives

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

The goal of TLSC 330 is primarily to support candidates in:

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

Sequence 5 Required Texts and LiveText

- Gordon, A.M., & Browne, K.W. (2016). *Beginnings and beyond: Foundations in early childhood education (10th edition)*. Belmont, CA: Wadsworth. You should have this text already from Sequence 4.
- Machado, J. (2013). *Early childhood experiences in language arts: Early literacy (10th edition or later)*. Cengage Learning. This text is in its 11th edition as of fall 2017. This text is provided to SEED scholars via Kindle.
- James-Ward, C., Fisher, D. Frey, N. & Lapp, D. (2013). *Using data to focus instructional improvement.* Alexandra, VA: Association for Supervision and Curriculum Development. This text is provided to SEED scholars via Kindle.
- Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language (2nd edition)*. Paul H. Brookes Publishing Company. A pdf of this text is provided to SEED scholars via Kindle.
- Additional text to assist you in developing activity ideas:
- Diller, D. (2003). Literacy work stations. Portland, ME: Stenhouse.
- All additional readings provided on Sakai
- Candidates are required to submit most assignments via Sakai – a functioning account is required.

Sequence Five Professionalism and Participation Policy:

Attendance in on campus classrooms or at school site sessions is mandatory for all sessions. Classroom teachers and administrators plan for candidate involvement in their classrooms. Candidates are expected to arrive at the designated time and may not leave early. In the event of a special circumstance, this must be discussed in advance with the course instructor and classroom teacher. Highest professional levels of presentation in communication, attitude and appearance are expected to be in line with what is required of school faculty. **Jeans, shorts, or casual clothing will not be permitted, regardless of policies onsite.** Technology may not be used for personal purposes; cellphones should not be brought into classrooms except when needed to capture artifacts of learning. Unlike Sequence 4, there are no restrictions on jewelry, fragrance, or the presence of shoes in the classroom. Still, each school site will provide additional guidelines for candidates to follow. In the event of illness, candidates must contact their course instructors, classroom teachers and school office in the manner requested by the school as soon as possible.

Absences

Note that any absence from the school partner site must be made up. There are no excused site-based absences. You must ensure that any such absence does not undermine your paired work or interfere with the classroom teacher's instructor. Therefore, you must notify your instructor, your partner, AND your classroom mentor teacher in the even of an absence. You are required to include your instructor(s) in any communication that you initiate with your mentor teacher to make up for an absence. A make-up day schedule without your instructors' knowledge will not count. Note that you cannot make up days when you are delivering your mini-units. Missing site-based sessions at that time will severely impact your module grades.

Professional Attitude and Demeanor Part I
- ☐ 2-Always prompt and regularly attend sessions. (No absences; one site-based absence may be made up)
- ☐ 1-Rarely late and regularly attend sessions (No more than 1 absence; missing a campus-based session automatically lowers this score as it cannot be made up).
- ☐ 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-Regularly cites 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 the ideas of others.
- ☐ 1-Listen when others talk, both in groups and in sessions
- ☐ 0-Rarely listen when others talk, both in groups and in sessions.

Because this course meets three times weekly, it is highly recommended that candidates ask questions of the instructor while at the school site; this requires consistent, extensive participation and engagement. This way immediate responses and help can be provided. Specific requests for times to meet during the morning time can easily be arranged. Questions regarding lesson plans and classroom-based assessments should be asked of the course instructor first and then following basic support and guidelines, the course instructor will help the candidates determine how best to seek appropriate support from the classroom teacher. Questions asked about assignments via email will be answered within 24 hours whenever possible. In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful. Candidates should not expect that assignments (other than activity plans and mini-unit) can be redone once graded or that extra credit will be given.

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

Late Assignment Policy

All assignments are expected on the dates noted. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. This does not mean that you are not allowed to request additional time to work on individual assignments – however, if an assignment must be submitted late, your instructors must be notified in advance (NOT on its due date) so that a plan for completion can be developed. Otherwise, point deductions will be made according to the following schedule:

1. 1 to 4 days late: 10% of points will be deducted
2. 5 to 7 days late: 30% of points will be deducted
3. more than 7 days late: 50% of points will be deducted

Conceptual Framework Standards

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

Specifically grounded in the overarching principles of *Social Action through Education*, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings. This set of modules directly assesses CFS2: Candidates apply culturally responsive practices that engage diverse communities via the evaluation of teaching practices and mini unit; refer to those assignment descriptions and rubrics for the precise assignment components and rubric dimensions related to this CF standard.

Diversity

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

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

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.*

www.luc.edu/education/syllabus-addendum/

<u>LiveText</u>

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](#).

Sequence 5 Point Distribution				
TLSC 310				
Assignment	**Due date**	**Submitted to:**	**Can this be done in pairs?**	**Points**
Cover Letter and Resume	8/31	redacted		5
Rubric Design	9/14			5
Literacy Audit	9/22			15
Literacy Practices Paper	10/10			20
Literacy Assessment or CBM	10/16			15
Activity Plans Classroom Activities Activity Videos Peer Feedback for Weeks 1-4	Weekly according to sequence calendar			20
Professionalism and Participation	Ongoing instructor evaluation			10
Sequence 5 Poster Presentation and Session (Summative Assessment)	Full summative (poster and essays) due 12/3. Posters must be professionally printed **and presented** prior to 12/3 poster session. Tentative presentation date 11/27.			10
TLSC 320				
Assignment	**Due Date**	**Submitted to:**	**Paired?**	**Points**
Midterm Emergent Bilingual Student Portfolio	Midterm: 10/15 Final: see TLSC 330	redacted		25
Activity Plans Classroom Activities Activity Videos Peer Feedback for Weeks 5-8	Weekly according to sequence calendar			40
Mini Unit Task 2 - Instruction	11/12			25
Mini Unit Task 3 – Analysis (includes responses to Task 1 & 2 feedback)	11/26			15
Professionalism and Participation	Ongoing instructor evaluation			10
Sequence 5 Poster Presentation and Session (Summative Assessment)	See TLSC 310			10
TLSC 330				
Assignment	**Due Date**	**Submitted to:**	**Paired?**	**Points**

Assignment	Due Date	Submitted to:	Paired?	Points
Mini Unit Task 1 - Planning	10/29	redacted		30
Activity Plans Classroom Activities Activity Videos Peer Feedback for Weeks 9-12	Weekly according to sequence calendar			40
Final Emergent Bilingual Student Portfolio	Final: 11/17			30
Professionalism and Participation	Ongoing instructor evaluation			10
Sequence 5 Poster Presentation and Session (Summative Assessment)	See TLSC 310			10
CIEP M43 These assignments are completed in S5 but are linked to your Tuesday evening class. This list does not include all your S5 assignments.				
Assignment	**Due Date**	**Submitted to:**	**Paired?**	**Points**
Inclusive Practices Checklist	9/24	redacted		See CIEP M43 syllabus
Individualized Intervention	Introduction to child and tentative plans: prior to 10/16 Task One: 10/16 Final Submission of Tasks 1-3: 11/23			See CIEP M43 syllabus
TPBA	11/31			See CIEP M43 syllabus

Sequence 5 Assignments and Calendar

Proprietary information in remainder of syllabus redacted