Teaching, Learning, and Leading with Schools and Communities
Sequence Five: Literacy and Data Use
School of Education
Loyola University
Chicago Fall Semester
2018

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
Instructor Name: Elina Giatsou
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Module Information
Dates: August 27 to November 16th

Days: Monday, Wednesday, Friday

Times: 8:15 am – 11:15 am

LSC Location: Cuneo 107

School Site Location: Peirce Elementary School
                      http://peirce.cps.edu/

Sequence Five 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 personally designed lessons, utilizing sheltered strategies, informational texts and technology. They integrate and apply the assessment knowledge and skills learned in the previous module.

TLLSC Handbook:

  The handbook for TLLSC is posted on Sakai. All Candidates are required to read this and to complete the "Certificate of Understanding" on Live Text during the first week of classes.

Sequence 5 Participation Policy:

  It is expected that teacher candidates in Sequence 5 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 PK – 8 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 listen when others talk, both in groups and in sessions.

Clinical Attendance and Professionalism Policy for Sequence 5:

  Attendance in on campus classrooms or at school site sessions is considered mandatory for all sessions. Classroom teachers and administrators plan for candidate involvement in their classrooms. Candidates are expected to arrive at the designated time and may not leave early. In the event of a special circumstance, this must be discussed in advance with the course instructor and classroom teacher. Highest professional levels of presentation in communication, attitude and appearance are expected to be in line with what is required of school faculty. <u>Jeans or casual clothing will not be permitted.</u> Technology may not be used for personal purposes. Each school site will provide additional guidelines for candidates to follow. In the event of illness, candidates must

contact their course instructors, classroom teachers and school office in the manner requested by the school as soon as possible.

- Because this course meets three times weekly, it is highly recommended that candidates ask questions of the instructor while at the school site rather than sending emails. 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 on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.
- 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 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

Conceptual Framework Standards for Sequence Five

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.

In this sequence, two conceptual framework standards are addressed. They are:

CFS2: Candidates apply culturally responsive practices that engage diverse communities.
CFS3: Candidates demonstrate knowledge of ethics and social justice.

Dispositions:

> Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific disposition or dispositions for each module are listed on this syllabus under module in which they are emphasized and assessed. Please consult Live Text www.livetext.com for access to the complete set of rubrics and statements for each module.

Candidates in all modules will be assessed on the dispositions of *Professionalism, Inquiry, and Social Justice*, in addition to specific dispositions listed under each module.

Sequence Five Summative Assessment:

> This is a combined TLLSC Sequence Five Culminating Event that will include teacher candidates from all sections and areas in Sequence Five. Candidates will prepare 3 sided poster board displays or develop professional presentations utilizing technology to showcase their school based classroom experiences and present them during this session. Following this, small group discussions will focus on highlighting, connecting and integrating course content and clinical experiences across the TLLSC Areas: ECE/SPED, ELEM/SPED, & SEC. In addition to the visual presentation, they will write an essay utilizing guiding prompts to discuss their professional observations and growth based on their experiences in Sequence Five. The candidates' specific Sequence Five instructors will assess posters, presentations and essays. The rubric for this assessment will be posted in Live Text, and grade credit will be applied and included in all three modules. Candidates will be expected to complete this assessment during the final PLC weeks in the semester. The grades from this summative assessment will be factored into the final grades for each of the three modules, where they will be worth 15% of each grade.

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 reading skills developmentally appropriate for the grade level teaching endorsement range of the teacher candidate. Emphasized are Common Core State Standards for English Language Arts (CCSS-ELA) across all literacy areas: Reading Foundational Skills, Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. In on-site school experiences, teacher candidates will work with core curriculum and the use of informal and formal assessments to determine student instructional needs and to target

instructional interventions to them. Evidence-based instructional practices designed to address and adapt to the needs of culturally and linguistically diverse learners will be emphasized. Teacher candidates will work with classroom teachers to select high quality print non- print and technological resources for teaching literacy skills for use in the lessons that they prepare and teach. All experiences will be integrated within the Multi Tier System of Support Framework.

- This module focuses on literacy (i.e. reading, writing) with the broad lens of all students in a given grade level range and an emphasis on the connection between language and literacy for culturally and linguistically diverse students who are still acquiring the English language. Since language (i.e., listening and speaking) and literacy (i.e., reading and writing) are inherently connected through receptive (i.e., listening and reading) and productive (i.e., speaking and writing) domains, using instructional strategies for both language and literacy here will better prepare teachers for classroom contexts with ELLs. Part of two modules focused on methodology for culturally and linguistically diverse students, this module focuses on language and literacy instruction and assessment in English language arts.
- Whereas all teacher candidates will engage in this module at a school with ELLs, candidates in the bilingual endorsement program will be placed in bilingual classrooms to ensure content application to the context of bilingual education.
- 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 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? How do teachers scaffold Academic Language Learning in their classrooms?

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 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)
- Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (6C) (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)

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.

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 (Rubrics for these are on Live Text)

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)

IDEA COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 310 is 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

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MODULE ASSIGNMENTS
(Descriptions and rubrics posted on Sakai)

- Develop a professional cover letter 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 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 TEXTS
(Use the texts from CIEP 359 as resources in this module in addition to the Buehl text listed below that will also be utilized for TLSC 330)

- Buehl, D. (2104). *Classroom Strategies for Interactive Learning* (4th ed.). Newark, DE: International Reading Association.
- Fox, Barbara, J. (2012) Word Identification Strategies: Building phonics into a classroom reading program, 5th edition. Allyn & Bacon: Boston, MA. (**used in CIEP 359).
- Tompkins, *Literacy for the 21st Century: A Balanced Approach* (**Used in CIEP359)

Module Readings   (Articles linked on Sakai)
Additional readings that will be helpful to candidates will be posted on Sakai.

TLSC 320: (2 credit hours)
Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 320 Module Description
This module focuses on the relationship between curriculum, assessment, data analysis and instructional modifications. Candidates will write objectives and design test questions to effectively measure those objectives. After mastery of basic statistical calculations and Excel operations, candidates will use descriptive statistics to display the results of a pretest/posttest analysis and use the data display to suggest instructional modifications. Mentor teachers at clinical sites will work with candidates to understand and aid in the analysis of school wide and classroom data and discuss how that influences class and individual student interventions.

- In this module, candidates learn about the design of traditional and alternative assessments, as well as the various issues regarding assessment design and implementation that can lead to invalid and unreliable data for diverse students. Candidates then learn specifically about how to utilize data to determine student achievement and guide instruction for bilingual students and ELLs, candidates learn to select assessments that test content outlined in objectives, rather than test language proficiency or mainstream cultural norms; teachers will analyze and modify tests and tasks for cultural and linguistic bias and language level/load.
- Whereas all teacher candidates will engage in this module at a school with ELLs, candidates in the bilingual endorsement program will be placed in bilingual classrooms to ensure content application to the context of bilingual education.

Module Goals

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

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)

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.

- 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 how to conduct and interpret appropriate assessments. (7A, 7G)
- 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)
- 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:

- 4.C Content Subject and Classroom-based Assessments – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.

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.

IDEA COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 320 is 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.

MODULE ASSIGNMENTS

Materials and Rubrics for these assessments will be posted on Sakai.

- Data Analysis and RtI Assignment (10%)
- Rubric Creation Assignment (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 assessment 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 TEXTS

Tomlinson, C. & Moon, T. R. (2013) *Assessment and Student Success in a Differentiated Classroom.* Alexandra, VA: ASCD.

Module Readings   (Articles linked on Sakai)
Additional readings that will be helpful to candidates will be posted on Sakai.

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 English Language Learners. Using pre, post and ongoing individual and class assessment data, candidates will plan and teach evidence based instructional discipline specific literacy lessons designed to support ELs and the development of academic language for all students. 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 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, 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 ELs, candidates in the bilingual endorsement program will be placed in bilingual classrooms to ensure content application to the context of bilingual education.

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

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)
- 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)

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.

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 through the use of 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 appropriate professional and interpersonal behaviors by…
D5 participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
D6 collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)

D13 demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

IDEA COURSE EVALUATION OBJECTIVES
Course evaluations for this course module will be completed online. The goals 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

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MODULE ASSIGNMENTS

- Develop and teach three content area lessons incorporating WIDA standards, language objectives, 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 %) (Live text).
- Participation (10%)
- Complete Summative Assessment: Poster Session visual and oral presentation and essay (15%)

MODULE TEXTS

- Buehl, D. (2104). *Classroom Strategies for Interactive Learning* (4th ed.). Newark, DE: International Reading Association.
- Herrera, S.G. (2013). *Accelerating literacy for diverse learners: Strategies for the Common Core classroom, K-8.*

Module Readings (articles linked through Sakai)
Additional readings that will be helpful to candidates will be posted on Sakai

SEQUENCE FIVE CALENDAR

The following calendar should be considered tentative prior to the beginning of each of the modules. It is expected that additional resources and support materials will be posted in Sakai and will be found in the resources section. All rubrics will be posted on Sakai.
Bring Textbooks or electronic textbooks to school and class sessions.

Date	Location	Topics	Guiding Questions	Assignment Due
August 27	LSC	-Overview of Sequence Five -Intro to Module 310 -Essential Questions, Assessments, Classroom Routines, and Procedures for Literacy -Community Building and Illustrated Interview -Cover Letter Assignment -Overview of Literacy Instruction	What does the act of reading entail? What does it mean to be literate?	Bring a paper or electronic copy of the syllabus to class. Familiarize yourself with syllabus (Sakai)
August 29	LSC	-Overview of Literacy Instruction Components -What is evidence based literacy instruction? -Literacy Audit Project -Common Core State Standards -Intro to Lesson Plan	What is evidence-based reading instruction? What are the components of a comprehensive balanced literacy program?	**Cover Letter page, 3 printed copies** Bring access to Literacy Audit and Lesson Plan Template (paper or electronic) **Skim:** https://www.literacyworldwide.org/docs/default-source/where-we-stand/evidence-based-position-statement.pdf?sfvrsn=6 **Read Allington & Gabriel, Every Child Every Day article on Sakai** **Bring all three texts to class (or arrange in a group of three to split the responsibilities)**
August 31	LSC	-School Psychology Visit -CBMs for Reading -Running Records Training -Bloom's Taxonomy -Lesson Plan Review -Newcomers and EL Focus of Course -Culturally Relevant Literature	What is data-based decision making?	**Review handout on Bloom's Taxonomy** **Review Tompkins pp. 11-14** **Read Newcomer article** **Read Boyd, et al. Culturally Relevant Lit article**
**********	**Labor day holiday: September 4**			
September 5	**First Day at School Site**	Meet with Administration Tour School Classroom culture/Literacy Environment	What factors contribute to the culture of a classroom and school?	**Read Literacy on Three Planes article**

September 7		Role of Background knowledge and Motivation	What is the role of background knowledge in literacy learning?	**Read Gambrell article** **Read Buehl Chapter 2** *Bring Buehl & Tompkins*
September 10		Supporting ELs in Literacy and Language Language Acquisition	How do we ensure we are keeping the needs of all learners, especially ELs, at the center of our instruction? What do we need to understand about language acquisition to support learners?	**Read Hill article**
September 12		Academic Language	How can we support students' in being strategic word learners and adept language users?	**Read Heineke & Neugebauer article** **Review Tompkins pp. 216-225** *Bring Buehl OR Tompkins, Bring Herrera*
September 14		Balancing Literacy Instruction Code based and Meaning Based	How do all the components of literacy work together to foster reading skills?	**Read Lesaux chapter** *Bring Fox and Tompkins* **Bring in potential objectives for Lesson Plan 1**
September 17		Phonemic Awareness Phonics Word Study Fluency Dangers of Round Robin	What are the essential components of phonics and word study?	**Skim pages 142-166; 186-195 in Tompkins** **Read Rasinski article on Sakai** **http://www.edutopia.org/blog/alternatives-to-round-robin-reading-todd-finley** *****Reading Assessment with Analysis due on LiveText by midnight**
September 19		Comprehension Guided Reading	What factors impact students' comprehension of text?	**Read McLaughlin article** **Review Chapter 8 & 9 of Tompkins**
September 21		Comprehension Close Reading		**Read Boyles article** *Bring Buehl text and Tompkins* **Lesson #1 Due on Sakai by midnight**
		BEGIN TLSC 320		
September		Essential questions for module	What is data	

24		Data based decision making Formative and summative assessment Designing rubrics and aligning objectives	based decision making?	**Read Tomlinson preface & chapter 1** **Read Lenski article**
September 26		Formative Assessment	How do teachers use formative assessment to guide their instruction and know their learners?	**Read Roskos, & Neuman article**
September 28		Designing pre assessments	What is the importance of a pre-assessment and how is it used as part of the instructional cycle?	**Tomlinson, Chapter 3** **Lesson plan #2 due to LiveText**
October 1		Analysis of data, use of excel	How can teachers represent data to show different types of analysis?	***Bring computer to access assignment #1 (Data Analysis and RtI)**
October 3		System Level Data	What is system level data and how does it impact teachers in their classroom?	**Read Tomlinson, Chapter 4** **Read Flowers, et al. article**
October 5		**Class on Campus 9:00-11:15** Rubrics Introduce language objectives and WIDA UbD for CLD Students	How can effective rubrics supporting instruction and learning?	**Literacy Audit Due on LiveText at midnight** **Read Wolf & Stevens rubric article** **Read Spinelli rubric article** Become familiar with WIDA site (https://www.wida.us/) **Assignment #1 Due (Data Analysis and RtI) on Sakai by Sunday, October 7 at midnight**
		Fall Break: October 8		
October 10		Collaborate on pre-post assessment draft	How do teachers create pre and post assessments	**Pre/Post Test Initial Draft Due in Class**

			that align and measure student learning?	
October 12		Assessment, Grading, and Differentiation Test Bias	How can teachers differentiate assessments?	**Read Tomlinson, Chapter 6**
October 15		Showcasing data	How can teachers show data to effectively communicate growth?	**Read Tomlinson, Chapter 7**
October 17		Academic Language Review Review of WIDA standards and language objectives	How do language objective support all learners?	***Rubric Assignment due on Sakai** Review WIDA resources on Sakai & website
October 19		Collaborate on mini unit planning	How do teachers effectively collaborate for instructional planning?	Begin brainstorming mini unit objectives and strategies Sign up for individual meeting with instructor
		BEGIN TLSC 330		
October 22		Begin Module 330 Essential Questions Supporting EL students CCSS across Disciplines	How do we simultaneo usly support students' content and language growth?	**Read Herrera Part One (p. 1-9)** **Pre/Post Assessment must be completed; schedule 10 minute chat with instructor to review**
October 24		ELL theory to practice WIDA/Language Objectives	How do language objectives support all students?	**Read Walqui chapter on Sakai** **Read Echevarria, Voght, Short Chapter 2 on Sakai**
October 26		Formative Assessment Review	What role does formative assessment play in student learning?	Group work on mini unit with support *Bring Buehl/Tompkins/Herrera (at least one)* **Pre/Post Assessment with pre analysis due on LiveText** **Read Duke, et al. on Sakai**
October 29		Disciplinary Literacy	What is	**Read Parenti article on Sakai**

			disciplinary literacy?	*Bring Buehl & Herrera* *****First possible day to begin Mini Unit (can be later, but not earlier)***
October 31		Complex texts in academic disciplines Strategies for supporting reading of complex texts	How can teachers scaffold complex texts?	**Read Buehl, Ch. 1** **Read ZP Chapter 4 on Sakai** *Bring Buehl/Tompkins/Herrera (at least one)*
November 2	**LSC**	Frontloading – Addressing Knowledge Demands of Complex Text	How does frontloading support students, and what strategies do teachers use to frontload?	**Read Buehl, Ch. 2** **Read Mulhern Ruben & Gay teaching diversity articles on Sakai** *Bring Buehl/Tompkins/Herrera (at least one)*
November 5		Questioning for Understanding – Use of collaborative discussion	What are effective strategies for questioning?	**Read Buehl, Ch. 3** *Bring Buehl/Tompkins/Herrera (at least one)*
November 7		Mentoring Reading Through Disciplinary Lenses	How do teachers support students in reading across disciplines?	**Read Buehl, Ch. 4** **Read Fang "Approaches to developing content area literacies" article on Sakai** *Bring Buehl/Tompkins/Herrera (at least one)* *******ABSOLUTE LAST DAY TO BEGIN MINI UNIT*******
November 9		Discussion of Mini Units Preparation for Poster Session	How do teachers create effective mini units to simultaneously support students with literacy and content?	**Read Hatt smartness article on Sakai**
November 12	**LSC**	Review Sequence Five Summative Assessment		****Last day to administer post-assessment**
November 14		Sharing and collaborative analysis of pre/post assessment data	How do teachers use assessment data	*Bring pre/post assessment data to class

			to inform instruction?	
November 16		***Last day at the school site** Revisit Literacy Audit (bring copy to class) Reflections		**Mini Unit and post assessment analysis due Sunday, November 19 by 11:59 p.m (2 lessons on Sakai, 1 lesson on LiveText with post assessment analysis)**
Friday, November 30	LSC	Individual poster sharing for assessment: You will select a time slot and sign up for it between 8:00 and 11:30		**Final poster will be assessed.**
Monday December 3 9:00-11:00	LSC, Damen MP Room South	**Poster Session (Essay due to be posted on Live Text by 11:59 p.m.)**		**Candidates from all five sections showcase their work in literacy across all programs and grade levels.**

**Syllabus is subject to change. All changes will be posted on Sakai and teacher candidates will be notified in class.

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.*