TLLSC 360: Developing Rigorous and Relevant Instruction and Assessment
Sequence 7: Putting it Together: Developing and Implementing Rigorous and
Relevant Instruction and Assessment

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2019

Instructor Information
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Module Information
Dates: August 26, 2019 – November 15, 2019
Days: Monday seminar
Times: 5:00pm – 6:45pm
On-Campus Location: Mundelein 408

Module Description
During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification, including work with parents, families, and communities. Candidates will work with their mentor teacher two days per week while being supervised at the school site by a University Coach. Monday night seminars will be held on campus and lead by Loyola faculty. This sequence will better prepare candidate for independent work by discussing components of the Teacher Performance Assessment (edTPA). Candidates will compose a practice edTPA project during this semester. Candidates will administer, analyze, and reflect upon an assessment. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9.

Module Goals
Essential Questions:
●   How does knowledge and understanding of my students impact my instructional planning, assessment choices, and delivery?
●   How do educators draw on their understanding of education theories when making decisions concerning instructional planning, assessment, and delivery?
●   How do educators collaborate with others to support student learning?
●   How do educators balance relevance and rigor when choosing content and pedagogy?
●   How should planning, assessment and instruction be modified for culturally and linguistically diverse students?

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.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

As a part of this module, candidates will:
- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- 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 data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- Use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
- demonstrates understanding of the benefits of multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful. (Part 27 Standard 5.C.i)
- demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families. (Part 27 Standard 5.C.ii)

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)
- ● CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- ● CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- ● CFS3: Candidates demonstrate knowledge of ethics and social justice.
- ● CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

All courses in the SOE assess student dispositions: ***Professionalism, Inquiry, and Social Justice***. 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. Dispositions assessed in this course are listed below and will be assessed using the rubric provided in LiveText.

Dispositions Assessed in this course:
- ● **D3** value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)
- ● **D6** collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)
- ● **D7** value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)
- ● **D14** demonstrate 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.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.
- ● The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- ● Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- ● The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Writing Intensive Designation

TLSC 360 is designated "writing intensive" because the core assessments for this course are writing assignments that require candidates to produce multiple pieces of professional writing. These are the three tasks that comprise the "mock" edTPA: Task I Planning for Instruction & Assessment; Task II Instructing & Engaging Students in Learning; and Task III Assessing Student Learning. Each of these tasks require extended narrative writing responses that incorporate relevant research, theories, and data in alignment with the professional expectations for educators. As part of this course, candidates will draft and revise task responses with feedback from the instructor as well as their peers.

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

> 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
> 60% - 62% D-
> Below 60% F

Attendance:
- Arrive promptly and maintain excellent attendance records. (see Addendum 1) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.

- Inform your professor and classroom teacher(s) ahead of time – by phone message (please use the cell phone number provided) or university email if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.

- Assignments are due on the dates listed in Sakai unless permission to hand them in late is given. Given the cumulative nature of this course, the maximum extension given for any assignment will be 48 hours. An assignment will be considered late if it is turned in after the established due date without express permission of the instructor. Late assignments will receive a maximum of 50% credit.

- In some circumstances, the instructor may offer a student the opportunity to revise an assignment. In such cases, revisions must be completed using the format specified by the instructor and must be resubmitted by the date established by the instructor.

Module Assignments
- ***Module Participation: 20% of final grade***
  - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles and having completed any additional work, reading responses, etc. assigned by the instructor. Participation will make

up 20% of your final grade for this course and be determined using the following common rubric.

Professional Attitude and Demeanor Part I
- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II
- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class
- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Listening Skills
- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class

- ***Content Specific, Standards-Aligned Practice edTPA Unit: 40% of final grade***

  - Candidates, with the support of their cooperating teacher, will plan, instruct, assess and analyze a 3-5 day unit in the edTPA format. The edTPA handbooks and response templates will guide the design of this unit. The lesson plans must be submitted using the template provided by the instructor. Candidates must also provide evidence of the effective use of WIDA standards, suitable to instructional goals and to enhance teaching and learning. The completed assessment serves as the summative assessment for this sequence and should be submitted to LiveText and Sakai by the deadline established by the instructor.

  - The edTPA unit will be submitted in three parts:
    o Planning Task: Draft due October 15, 2019 by 11:55pm in Sakai
    o Instruction Task: Draft due October 29, 2019 by 11:55pm in Sakai
    o Assessment Task: Draft due November 19, 2019 by 11:55pm in Sakai

Each of these parts should be submitted in Sakai by the due dates established above. **Your FINAL VERSION of your practice edTPA is due Thursday, December 5, 2019 by 11:55pm and should be submitted to both Sakai and LiveText.**

●   The minimum passing score for edTPA is 41 out of 75 possible points. Candidates must receive a score of at least 41 points on the practice edTPA to receive a passing grade in this course. _Students may not begin their Sequence 8 coursework without a passing grade in this course._

●   ***Content Specific Assignments: 40% of final grade***
    ○   These assignments are specific to elementary level educators and are designed to deepen students' knowledge of elementary curricula, learning activities development, and pedagogy. These assignments should be submitted to Sakai.
        ·   Lessons in a series (16%)
        ·   Theory/research to practice connections (8%)
        ▪   Draft of Context for Learning (4%)
        ·   Drafts of Tasks 1-3 (4% per task)

Module Required Materials

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](#).

Required Texts
[Using Understanding by Design in the Culturally and Linguistically Diverse Classroom](#)

Module Reference Books
●   Previous texts from Sequence 6
●   Articles shared via Sakai by instructor
●   _Publication manual of the American Psychological Association_ (6th ed.). (2017). Washington, D.C.: American Psychological Association.

Tentative Module Seminar Schedule

Below is a tentative schedule for this module. This schedule is subject to change at the instructor's discretion based on scheduling, pacing, and student needs.

Tentative Course Schedule
TLSC 360 FALL 2019

Week	Topic, Readings	Readings, Assignments Due
Week I August 26, 2019 (Session 1)	Welcome to EdTPA Land! Introductions Meet your coaches Course outline	
Week 2 September 2, 2019 **No Class**	**Labor Day- Class does not meet**	
Week 3 September 9, 2019 (Session 2)	*edTPA:* Task 1 overview Theory/research to practice Academic Language What goes in the Academic Language Box?	*Read your selected edTPA handbook *Read Heineke & McTighe pages: + 1-32 (Chapter 1) +74-84 + 85-88 (if using Math handbook) + 93-98 (if using ELA handbook) + 99-105
Week 4 September 16, 2019 (Session 3)	*edTPA:* Task 1 (continued) Theory/research to practice Lesson Planning	*Read Making Good Choices document *Read Heineke & McTighe pages: + 46-59 +159-190 *Distribute video release forms to teachers Due: Theory to Practice Connection (Due Sept. 22 at 11:55pm)
Week 5 September 23, 2019 (Session 4)	*edTPA:* Lesson Planning and Differentiation Theory/research to practice Understanding Rubrics 1-5	*Read Heineke & McTighe pages: + 201-238 (Chapter 7: Differentiating Daily Learning) Due: Draft Context for Learning (submit to Sakai by Sept. 24 at 11:55pm)

		Due: Lessons in a Series (submit to Sakai by Sept. 25 at 11:55pm)
Week 6 September 30, 2019 (Session 5)	*edTPA:* Topic: Overview of Task 2 Theory/research to practice Assessment of learning and for learning	Read Heinecke & McTighe pages +111-155 (Chapter 5: Assessing for Learning) Due: Parent Consent Forms (Scan signed consent forms and submit **as one file** to Sakai by 11:55pm on Wed., Oct. 2)
Week 7 October 7, 2019 **No Class**		**Fall Break- Class does not meet**
Week 8 October 14, 2019 (Session 6)	Videotaping for Task 2 *****Class will meet as a joint session; bring laptop****	Reading: TBD Due: Draft Task 1 (Submit to Sakai by Tues., Oct. 15 at 11:55pm)
Week 9 October 21, 2019 (Session 7)	Understanding Rubrics 6-10	Reading: TBD
Week 10 October 28, 2019 (Session 8)	*edTPA:* Overview of Task 3 Understanding Rubrics 11-15	Reading: TBD Bring one video clip for peer review Due: Draft of Task 2 (Submit to Sakai by Tues., Oct. 29 at 11:55pm)
Week 11 November 4, 2019 (Session 9)	*edTPA:* Task 3	Bring 2-3 samples of student work AND the rubrics used to assess them; we will review how to give feedback for task 3.
Week 12 November 11, 2019 (Session 10)	*edTPA:* Task 3 University coach visits Next steps	Due: Draft of Task 3 (Submit to Sakai by Tues., Nov. 19 at 11:55pm) **Final Version of practice edTPA submitted to LiveText AND Sakai by Thursday, December 5 at 11:55pm.**

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

· The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.

· Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

· The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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.***

Addendum 1

Student _____ LUC # _____

       Last   First   M.I.

School _____Cooperating Teacher_____

Please check the appropriate boxes:

□ **Undergraduate**   □ *Elementary*   □ **M.Ed**.   □ *Elementary*
                          □ *Secondary*   □ *Secondary*
                          □ *Special Education*   □ *Special Education*
                          □ *ECSE*

Please keep an accurate tally of your daily attendance. Both you and the cooperating teacher must sign this record at the end of each week. Please enter the times you attended your site on the appropriate lines. The undated line is for the cooperating teacher and student teacher's initials. This calendar is your proof of attendance during your Sequence 7 experience. It must be given to your University Coach at the final seminar.

SCHOOL:

Week	Dates	M	T	W	R	F	Total Hours	Co-teacher Signature
Sample	*10/12 - 10/16*	*8:00am-12 :00pm*		*8:00am- 12:00pm*	*8:00am-3 :00pm*		15	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

CODES: FD Attended full daySignatures:
      A 1 Absent All Day
      A ½ Absent ½ Day – State AM or PM
      H School Holiday
      T State Time of Arrival
      Co- Teacher_____
      LUC Candidate_____