



**LOYOLA
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Preparing people to lead extraordinary lives

TLSC 221: Individualized Assessment and Instruction for Diverse Students

Sequence 3: Policy and Practice in Urban Classrooms

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2019

Instructor Information

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~~Office hours: By appointment~~

Module Information

Dates: September 23 - October 18, 2019

Days: Tuesdays and Thursdays

Times: 8:15 - 11:15 AM

On-Campus Location: Mundelein Center – Room 605

School-Site Location: Roosevelt High School CPS ~~Dates: September 23 – October 18, 2019~~

~~Days: Mondays, Wednesdays, & Fridays~~

~~Times: 8:15 – 11:15 AM~~

~~On-Campus Location: Mundelein Center – Room 609~~

~~School-Site Location: Sullivan High School CPS~~

Module Description

This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. In this way, teacher candidates explicitly focus on the multifaceted nature of students' abilities, strengths, and needs by collecting multiple forms of data on authentic classroom assessments and then making suggestions for instructional planning to account for students' unique

backgrounds, experiences, and needs. Through the use of case study research to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English learner (EL) and a student with special needs.

Conceptual Framework and diversity

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. This module assesses the Conceptual Framework Standard #2 Candidates apply culturally responsive practices that engage diverse communities. This module focuses on policies and practices at the micro-level that impact the assessment and instruction of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions based on students' strengths and needs and advocating for students. 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). Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. In this module our focus on diversity will largely center around differences of ethnicity, language, culture, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed through an asset-based lens and in relation to equity, sensitivity, and prosocial practices. In our class discussions and in your writing, please adhere to the recommendations made by TASH, an advocacy group for disability rights regarding the use of person first language.

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for an ESL endorsement. 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:

2.D . Culture and Language – The competent ESL teacher continually learns about his or her students' languages and the language variations and builds instruction on the cultural assets and backgrounds that students bring from their homes and communities.

4.A-- Issues of Assessment for ELs– The competent ESL teacher demonstrates knowledge and understanding of various assessment issues that affect ELs, such as accountability, reliability, validity, bias, special education testing, primary and target language proficiency, language supports, and accommodations in all assessment situations.

4.B-- Language Proficiency Assessment – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of language proficiency assessments to document students' language development, to inform teacher instruction, and to identify, place and reclassify ELs.

Module Goals

Essential Questions:

- What are the various ways that students develop and achieve in the classroom?
- How can students' funds of knowledge contribute to achievement at schools?
- How can teachers support students' language and literacy development?
- How can teachers use individualized data to plan instruction?
- How does individualized assessment and instruction impact student engagement, motivation, self-concept, and other affective factors of learning?

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.
- 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, 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:

- Describe current terminology, technologies, and procedures necessary for conducting, analyzing, interpreting, and monitoring assessment data related to student progress. (7D, 7F, 7G, 7H, 7I) (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. (1L, 1C) (IB)
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (2E, 2H) (IB)
- Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (1A) (IB)
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers and schools. (1A, 3C) (IB)
- Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
- Use assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to achieve learning outcomes. (3M, 5P, 7J)

- 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 a range of alternative forms of assessment. (7K, 7Q) (IB)
- Access and use a wide range of information and instructional technologies to gather and use data to enhance a student's ongoing growth and achievement. (3N, 5P, 7O) (IB)
- Use data about the influences of students' individual experiences, families, cultures, languages and communities to create learning opportunities inside and outside of the classroom and school. (1L) (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, 2M, 2E, 3Q, 5M) (IB)
- Create and conduct assessments to understand the cultural, linguistic, and familial practices and discern the unique backgrounds of students. (1L, 3K) (IB)
- Utilize knowledge of second language acquisition to recognize differences between language proficiency and learning exceptionality. (1D) (IB)
- Use data to evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (4L, 4Q, 5J) (IB)

All students are assessed on one or more dispositional areas of growth across all of our programs in relation to the dispositions of: of [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. The specific disposition or dispositions for this course are listed below and the descriptions for the expected behaviors for the disposition(s) can also be found on the rubric posted in LiveText for this course. In this course, candidates will be assessed on the following TLLSC dispositions: D3, D6, D7, D9, D13, D17. They are defined below:

- D3** Valuing diversity and advocating 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). (1A, 9F, 9R) (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. (9L, 9N) (IB)
 - D13** Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
 - D17** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
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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.

IDEA Objectives addressed in this course are as follows:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Learning to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course.
- **IDEA Course Evaluation Link for Students**

This is a link to the IDEA Campus Labs website: <http://luc.edu/idea/> Please familiarize yourself with the **Student IDEA Log In**. This is where you will need to go in order to complete the course evaluation at the end of the course.

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 by clicking on this link: [LiveText](#).

Grading Policy & Scale:

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

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%

Attendance:

Attendance is required. Arrive promptly and maintain excellent attendance records. 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.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments that are due.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Please Note the Following Additional Guidelines:

- Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.
- Hand held electronic/communication devices and laptop computers must be used with discrimination and professionally per professor guidelines.
- Dress professionally during school attendance days. This means for example, that no flip-flops, shorts, blue-jeans t-shirts or tank-tops should be worn. Remember that every day that you are in a school is an opportunity to create professional connections for yourself 😊

Module Assignments

○ ***Module Participation: 20% of final grade***

- Candidates are expected to consistently and actively participate in all class activities in discussions and online. 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, as well as completing a reader response and online learning content/activities.

The following rubric will be used to assess candidate participation:

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 cites from readings; uses readings to support points.

1-Occasionally cites from readings; sometimes uses readings to support points.

0-Rarely cites from readings; rarely uses readings to support points.

Listening Skills

2-Listens when others talk, both in groups and in sessions. Incorporates or builds off of the ideas of others.

1-Listens when others talk, both in groups and in sessions

0-Rarely listens when others talk, both in groups and in sessions.

○ **English learner (EL) Focal Student: 35% of final grade**

Candidates will work with one student who is labeled an EL. With the support of the course instructor and classroom teacher, candidates will work individually with the student to collect and analyze data through sociocultural and linguistic assessments (i.e., oral language, reading, writing). Candidates will use assessment data to make suggestions for instructional accommodations.

○ **Focal Student with Special Needs: 35% of final grade**

Candidates will work with one student who is labeled as having special needs, specifically focused on students with behavioral needs. With the support of the course instructor and classroom teacher, candidates will collect and analyze behavioral data through interviews and observation. Candidates will recommend intervention strategies linked to assessment data in order to develop a comprehensive individualized behavior support plan.

○ **Sequence Summative Assessment: 10% of final grade**

Aligned to the summative evidence in the two modules, the sequence summative assessment will be a “teacher study.” The goal of the assessment is to bring together the case studies done in the modules in the sequence (i.e., policy, students) to demonstrate the connection between the macro- and micro-layers of the educational institution and classroom practice. Candidates will need to bring together the broad findings from each study to explore the central role of the teacher in educational decision-making.

Required Module Texts:

Herrera, S. G., Murry, K. G., & Cabral, R. M. (2013). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston, MA: Pearson. (Available at Loyola University Bookstore)

Chandler, L. K., & Dahlquist, C. M. (2014). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. **(Special Education Majors and Minors should keep this book for future Sequences)**

EL Focus Additional Readings Reference List

Celic, C. M. (2009). *English language learners day by day, K-6*. Portsmouth, NH: Heinemann

Christian, B., & Bloome, D. (2004). Learning to read is who you are. *Reading & Writing Quarterly*.

Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms*. Toronto, ON: Pippin Publishing.

Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension of immigrant students. *Reading and Writing* 25(8). doi:10.1007/s11145-010-92907

Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education* 57(3)

Klingner, J., & Geisler, D. (2008). Helping classroom reading teachers distinguish between language acquisition and learning disabilities. In J. K. Klingner, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 57-73). Thousand Oaks, CA: Corwin Press.

Lenski, S.D., Ehlers-Zavala, F., Daniel, M.C., & Sun-Irminger, X. (2006). Assessing English language learners in mainstream classrooms. *International Reading Association* (pp. 24–34)

Moll, L., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. Hall (Ed.), *Race, ethnicity and multiculturalism. Missouri Symposium on and Educational Policy* (pp. 89-114). New York: Garland.

O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.

Samway, K.D. (2006) *When English language learners write*. New Hampshire: Heinemann

Spence, L. K. (2010). Generous reading: Seeing students through their writing. *The Reading Teacher*.

Spinnelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English language learners. *Reading & Writing Quarterly*.

SPED/Behavior Focused Readings List

Alberto, P. A., & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers. 6th*. Prentice Hall.

~~Chandler, L. K., & Dahlquist, C. M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.~~

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (1990). *Functional analysis of problem behavior: A practical assessment guide*. Sycamore Publishing Company.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and treatment of children*, 351-380.

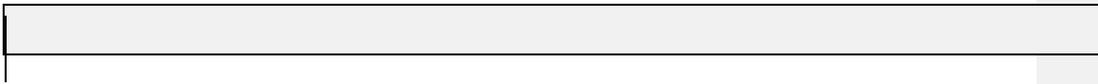
<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
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Special Education (4 weeks)			
<u>T Sept 24</u> CLASS ON CAMPUS MC Rm 609	<u>Introduction to TLSC 221</u> & History of Special Education/ <u>Understanding Behavior</u>	<u>Chandler & Dahlquist (2015) Ch. 1</u>	
<u>TH Sept 26</u> CLASS ON CAMPUS MC Rm 609	<u>Conducting the FBA:</u> <u>Gathering Information</u>	<u>Chandler & Dahlquist - Ch. 2</u>	<u>Application: Records</u> <u>review/Observation</u>
<u>T Oct 1</u> <u>Roosevelt HS</u>	<u>Conducting the FBA:</u> <u>Interviews</u>	<u>Chandler & Dahlquist - Ch. 3</u> <u>Additional Interview tools posted in</u> <u>Sakai</u>	<u>Application: Teacher</u> <u>interviews</u>
<u>TH Oct 3</u> <u>Roosevelt HS</u>	<u>Conducting the FBA:</u> <u>Measuring Behavior</u>	<u>Chandler & Dahlquist - Ch. 4</u>	<u>Application: Collect</u> <u>behavioral data</u>
<u>T Oct 8</u>	<u>Class does not meet</u> <u>(Fall Break)</u>	<u>Class does not meet</u> <u>(Fall Break)</u>	<u>Class does not meet (Fall</u> <u>Break)</u>
<u>TH Oct 10</u> <u>Roosevelt HS</u>	<u>Behavioral Assessment of</u> <u>Diverse Learners:</u> <u>Measuring Behavior</u> <u>cont./Analysis &</u> <u>Instructional</u> <u>Recommendations</u>	<u>Chandler and Dahlquist – Ch.5</u>	<u>Student Interview</u> <u>(w/permission)</u>
<u>T Oct 15</u> <u>Roosevelt HS</u>	<u>Data Analysis &</u> <u>Instructional</u> <u>Recommendations cont.</u>	<u>Function-based intervention strategies</u> <u>references posted on Sakai</u>	<u>Student Interview</u> <u>(w/permission)</u>
<u>TH Oct 17</u> <u>Roosevelt HS</u>	<u>Behavior Intervention</u> <u>Plan</u>		<u>Workshop final projects</u> <u>Assessment Due on</u> <u>Tuesday, Oct 22nd (any time</u> <u>before midnight)</u>

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<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
Special Education (4 weeks)			
T Sept 24 CLASS ON CAMPUS MC Rm 609	<u>Introduction to TLSC 221 & History of Special Education/ Understanding Behavior</u>	<u>Chandler & Dahlquist (2015) Ch. 1</u>	
TH Sept 26 CLASS ON CAMPUS MC Rm 609	<u>Conducting the FBA: Gathering Information</u>	<u>Chandler & Dahlquist - Ch. 2</u>	<u>Application: Records review/Observation</u>
T Oct 1 Roosevelt HS	<u>Conducting the FBA: Interviews</u>	<u>Chandler & Dahlquist - Ch. 3</u> <u>Additional Interview tools posted in Sakai</u>	<u>Application: Teacher interviews</u>
TH Oct 3 Roosevelt HS	<u>Conducting the FBA: Measuring Behavior</u>	<u>Chandler & Dahlquist - Ch. 4</u>	<u>Application: Collect behavioral data</u>
T Oct 8	Class does not meet (Fall Break)	Class does not meet (Fall Break)	Class does not meet (Fall Break)
TH Oct 10 Roosevelt HS	<u>Behavioral Assessment of Diverse Learners: Measuring Behavior cont./Analysis & Instructional Recommendations</u>	<u>Chandler and Dahlquist – Ch.5</u>	<u>Student Interview (w/permission)</u>
T Oct 15 Roosevelt HS	<u>Data Analysis & Instructional Recommendations cont.</u>	<u>Function-based intervention strategies references posted on Sakai</u>	<u>Student Interview (w/permission)</u>
TH Oct 17 CLASS ON CAMPUS (No CPS)	<u>Behavior Intervention Plan</u>		<u>Assessment Due on</u>
Date			
Special Education (4 weeks)			
M Sept 23 CLASS ON CAMPUS	<u>Introduction to TLSC 221 & History of Special Education</u>		

MC Rm-609			
W Sept 25 CLASS ON CAMPUS MC Rm-609	Understanding Behavior	Chandler & Dahlquist (2015) Ch. 1	
F Sept 27 Sullivan HS	Conducting the FBA: Gathering Information	Chandler & Dahlquist—Ch. 2	Application: Records review/Observation
M Sept 30 Sullivan HS	Conducting the FBA: Interviews	Chandler & Dahlquist—Ch. 3 Additional Interview tools posted in Sakai	Application: Teacher interviews
W Oct 2 Sullivan HS	Conducting the FBA: Measuring Behavior	Chandler & Dahlquist—Ch. 4	Application: Collect behavioral data
F Oct 4 Sullivan HS	Behavioral Assessment of Diverse Learners: Measuring Behavior cont.		
M Oct 7	Class does not meet (Fall Break)	Class does not meet (Fall Break)	Class does not meet (Fall Break)
W Oct 9 Sullivan HS	Data Analysis & Instructional Recommendations	Chandler and Dahlquist—Ch.5	Student Interview (w/permission)
F Oct 11 Sullivan HS	Data Analysis & Instructional Recommendations cont.	Function-based intervention strategies references posted on Sakai	Student Interview (w/permission)
M Oct 14 CLASS ON CAMPUS (No CPS)	Behavior Intervention Plan	Chandler and Dahlquist—Sean Ch. 6-9 as needed to select interventions	
W Oct 16 Class does not meet	Work on your projects		
F Oct 18 Class does not meet	Work on your projects		<i>Special Education Focal Student Project Due by midnight Monday Oct. 21st</i>



Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

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Dispositions

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LiveText

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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**.