



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## Sequence 3: Policy and Practice in Urban Classrooms

### TLSC 222: Individualized Assessment and Instruction for English Learners

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Fall Semester 2019

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#### Instructor Information

Name: Ali Kushki

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Office hours: By appointment

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#### Module Information

Dates: September 24 – October 24

Days: Tuesdays, Thursdays

Times: 8:15 - 11:15 AM

On-Campus Location: Corboy Law Center - Room 425

School-Site Location: Kilmer Elementary School

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#### Module Description

This module is specifically designed for teacher candidates to appreciate, discern, and be able to utilize the individual needs of students **whose first language is not English to plan instruction and support student achievement.** In this module, student achievement is conceptualized as academic, social, emotional, 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 through 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 candidates** conduct individualized authentic assessments that focus on the **cultural backgrounds and the linguistic development of a focal student.** Candidates will be able to apply their learning with a culturally, linguistically diverse student in order to support them in their language and literacy development and their acclimation to learning in the academic context.

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#### Conceptual Framework

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.

### **Diversity**

By focusing on individual students in urban classrooms who are from linguistically and culturally diverse backgrounds, this module addresses multiple perspectives on student development including the diversity in students' backgrounds (i.e., culture, language, immigration experiences, refugee status, interrupted schooling) and classroom and school contexts (e.g., bilingual education, ESL classrooms, or sheltered instruction). Candidates will gain understanding of the various issues that affect language acquisition in a new language and develop asset-based mindsets to counter the stigma that is often associated with being a new English learner. Because this module specifically focuses on students who are often marginalized by virtue of speaking a language other than English, we will specifically focus on terminology and instructional and assessment practices that can work to overcome school and pedagogical practices that further marginalize and undermine bilingual students and their families. Dialogue among candidates 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.

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### **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 the effectiveness of their teaching and students' learning.
- Apply deep understandings of both content and language pedagogy to provide developmentally appropriate instruction to students who are learning English as an added language, who may have interrupted schooling, and/or who may have experienced trauma as a result of their immigration experiences and/or dangerous issues in their home country.
- Hold high expectations and build on the assets of students from different cultural and linguistic backgrounds (including, but not limited to, ethnicity, culture, language, SES, immigration status).
- Integrate the teaching of language and literacy across all content areas and in ways that use a variety of media to do so.
- Create and support safe and supportive learning contexts 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 FoK 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)

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### **Dispositions**

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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### **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](#).

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**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%

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**Attendance:**

Attendance is required. Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration to be able to successfully complete your module assignments and 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. Make professional decisions regarding your attire and behavior throughout the sequence and especially when at your school site. 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.

○ **Reading Responses: 10%**

Candidates will demonstrate their understanding of the readings and their relevance to the overarching goals of this module by completing a reading response through the use of a graphic organizer for each class reading selection.

○ **Data Reflections 20 %**

Candidates will demonstrate their ability to analyze their data thoughtfully in relation to the theories being learned, making reference to readings and writing careful, evidence-based analyses of their focal student's language and literacy development. They will demonstrate the ability to articulate the research and student-based rationale for the ways in which they conducted the authentic assessment and note any developing ideas about instructional implications for their focal student. This work will be written up with your class partner

○ **English learner (EL) Focal Student: Data to Instruction Final Project 50%**

Candidates will complete a data chart based on their work with one student who is learning English as an additional language to learn about their funds of knowledge and to informally assess their language and literacy development. Candidates will use the authentic assessment tasks they created to report on the data about their focal student's oral language, reading, and writing as well as what they learned about their funds of knowledge. Candidates will analyze data to understand their focal student's strengths and develop recommendations for learning goals. Candidates will use the data they gather and course readings to develop instructional recommendations specific to their student's assets and needs. **This final project will be completed individually and submitted as a record of each candidate's learning as a result of this project.**

○ **Sequence Summative Assessment: 10%**

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.

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**Readings (uploaded to Sakai site)**

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

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

Klingner, J., Almanza de Schonewise, E., de Onis, C., & Méndez Barletta, L. (2008). Misconceptions about the second language acquisition process. In J. K. Klingner, J. Hoover, & L. Baca

- (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 17-35). Thousand Oaks, CA: Corwin Press.
- 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*.
- Soto, I. (2012). *ELL shadowing as a catalyst for change*. Thousand Oaks, California: Corwin Sage
- Spinnelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English language learners. *Reading & Writing Quarterly*.
- WIDA's English Language Proficiency Standards © 2012 Board of Regents of the University of Wisconsin System, on behalf of WIDA - [www.wida.us](http://www.wida.us)
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## **Teaching and Learning Program Syllabus Statements**

### **Academic Tutoring**

Loyola provides several services to all students related to academic tutoring including: TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.  
<https://www.luc.edu/tutoring/>

### **Clinical Experiences and Course Contact Hours**

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here:  
[https://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)

### **Coordinated Assistance and Resource Education (CARE)**

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

### **Dress Code and Professional Conduct for Clinical Sites**

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

### **Mandated Reporting**

Reach out to your professor and Dr. Sarah Cohen ([scohen12@luc.edu](mailto:scohen12@luc.edu) the T&L school partnership coordinator) if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

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**Loyola University Chicago  
School of Education  
Syllabus Addendum**

### **Smart Evaluation**

Towards the end of each module, 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/](http://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***.

**222 EL FOCUS CLASS SCHEDULE FALL 2019**

**Dr. Kushki**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments/Class work</b>	<b>Location</b>
<b>Authentic Assessment &amp; Instruction of Bilingual Learners (4 weeks)</b>				
Tu Sept 24	Overview and Introduction to TLSC 222. Rationale for Authentic Assessments of English Learners	1) Moll & Gonzalez article 2) Spinelli article	Discussion of Readings Interview Practice Application: meet focal student/ observation/informal collecting of data	Kilmer School
Thu Sept 26	Cultural diversity, language development and responsive assessment practices	1) Herrera Ch. 2 2) Ch. 2 Klingner et al Misconceptions about the L2 acquisition process	Guest Speaker Application: Conduct FoK assessment interview <b>Reading Reflection GO due</b> Submit FoK write up reflection to Sakai by Friday midnight	Kilmer School
Tu Oct 1	Oral language development & Authentic Assessments	1) Herrera Ch. 3 2) O'Malley & Pierce: Ch. 4 Oral language tools/rubrics	<b>Reading Reflection GO due</b> Application: Prepare/Conduct oral language assessment	Kilmer School
Thu Oct 3	Oral language development & Classroom Engagement Strategies	1) WIDA pgs. 3-16 2) Soto Oral Language Chs. 4&5	Prepare/Conduct Oral Language assessment <b>Reading Reflection GO due</b> Submit Oral language assessment data analysis and reflection to Sakai by Friday 12 midnight.	Kilmer School
Tu Oct 8	No Class Loyola Fall Break	No Class Loyola Fall Break	No Class Loyola Fall Break	
Thu Oct 10	Reading Development and assessment tools	1) Klingner & Geisler (2008) chapter 4 2) O'Malley & Pierce: Ch. 5 Reading tools/rubrics	Prepare Reading Assessment <b>Reading Reflection GO due</b>	Kilmer School
Tu Oct 15	Reading Engagement and instructional strategies	1) Cummins article 2) Coelho Ch. 13	Application: Conduct Reading assessment <b>Reading Reflection GO due</b> Submit Reading assessment data analysis and reflection to Sakai by Sunday 12 midnight.	Kilmer School

Thu Oct 17	Online Readings about Writing Development & Assessments	1) Samway, K.D. (2006) Ch. 2 from <i>When English language learners write</i> . 2) O'Malley & Pierce Ch. 6 Writing tools/rubrics	Prepare for writing assessment through online forum	NO SCHOOL NO Class MTG
Tu Oct 22	Writing Development & Engagement	1) Spence article 2) Coelho Ch. 2	Reading Reflection GO due Application: Conduct Writing assessment Data analysis workshop	Kilmer School
Thu Oct 24	Data Analysis & Instructional Recommendations	Parental Involvement Readings on Sakai	Data analysis workshop and Progress Conferences EL Focal Student Project Due on Live Text by Saturday Oct. 20th	Kilmer School