



LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

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

Name: Lisa Caputo Love, M.Ed

Email: caputoteach@gmail.com; lcaput1@luc.edu

Office hours: Adjunct faculty, by appointment

Phone: 773-510-8548

Module Information

Day: Mondays

Times: 5-6:45

On-Campus Location: Mundelein 403

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. Candidates will also practice components of functional behavior assessment (FBA), and use the results to plan and monitor a behavioral support plan (BSP). 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:

- 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)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (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)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (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) 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)

- Demonstrate 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)
- Demonstrate 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

Our mission is social justice, but our responsibility is social action through education. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- 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.

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.

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 into how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions Assessment

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for 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, exceptional 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.
 - **D17:** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
-

Grading Policy & Scale

The final grade is based upon the completion of course requirements, 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.
 - 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.
 - The professor may deduct up to 5% of the final grade for each absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible 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.
 - You may be asked to present legal or medical documentation in regard to an absence, and the final decision about what warrants an excused absence and what may need to be done to make up for an excused absence is up to the discretion of the professor.

Module Assignments

- **Timely Submissions:** Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Permission must be requested at least three days prior to the deadline unless in the case of emergency (may possibly require documentation). For this course, the instructor reserves the right to penalize an assignment by 10% of the grade per day for late admissions when instructor is notified of the request to submit the assignment late on or before the deadline. Assignments submitted more than 3 days late or submitted late without proper communication with the professor (on or before the deadline) will receive a maximum of 50% credit.
- **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, as well as having completed any assigned tasks.

- **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. edTPA handbooks and response templates will guide the design of this unit. The lesson plans must be submitted using the template contained in this syllabus (see Addendum 2). 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.
 - **EdTPA Resource Website:**
 - <http://www.luc.edu/education/resources/illinoislicensure/education/teacherperformanceassessmentedtpa/>
ID = teacher
Password = LoyolaedTPA
 - The minimum passing score for edTPA is 39 out of 75 possible points. Candidates must receive a score of at least 39 points on the practice edTPA to receive a passing grade in this course.
 - **Positive Behavior Support Case Study:** *(30% of final grade)*
 - Teacher candidates will complete a Positive Behavior Support Case Study in collaboration with their co-teacher educator in order to address the needs of a student not responding to school- and class-wide interventions. Teacher candidates will develop and support implementation of an individualized positive behavior support plan for this student based upon functional behavior assessment outcomes. Teacher candidates also must teach a replacement behavior to the student individually, or as part of the social skills instructional unit to the class your student is attending as part of your plan. Candidates will give a formal presentation of their case study (see digital presentation below).
 - **Digital Presentation of Case Study:** *(10% of final grade)*
 - Teacher candidates use the evaluation of their plan, samples of student work and further research to develop a digital presentation (i.e., PowerPoint, Prezi, etc.) to present to peers, co-teacher educators, other school professional personnel and university faculty. The digital presentation will review components of the function-based support plan, as well as focus on lessons learned while completing the FBA process. Candidates should include a self-assessment of the behavior support plan using the LUC SOE conceptual framework.
-

Required texts

- Chappuis, J. & Stiggins, R. (2020) Classroom Assessment for Student Learning. Hoboken, NJ: Pearson Education, Inc.
- Chandler, LK. & Dahlquist, CM. (2010) Functional Assessment: Strategies to Prevent and Remediate Challenging Behaviors in School Settings. Upper Saddle River, NJ: Pearson Education, Inc.
- Texts and materials will be posted to Sakai throughout the module

Module Reference Books

- Heineke, A.J., & McTighe, J. (2018) Using Understanding by Design in the Culturally and Linguistically Diverse Classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (2004). Understanding by design professional development workbook. Alexandria, VA: Association for Supervision and Curriculum Development.

Frequently Referenced Websites

- <https://iris.peabody.vanderbilt.edu>
- <http://udlguidelines.cast.org/>
- <https://www.understood.org>
- <https://casel.org/>
- <https://www.interventioncentral.org/>
- <https://intensiveintervention.org/tools-charts/levels-intervention-evidence>
- <http://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learner-s.pdf>
- <http://cedar.education.ufl.edu>
- <https://www.pbisworld.com/>
- <https://www.pbis.org/>
- <https://datawise.gse.harvard.edu/>
- <http://www.pz.harvard.edu/>
- <https://inclusiveschools.org>
- <https://ies.ed.gov/ncee/wwc/>
- <http://www.readwritethink.org/>
- <https://wida.wisc.edu/teach/standards>
- <https://wida.wisc.edu/resources/types>
- <https://www.colorincolorado.org/>
- <https://www.engageny.org/resource/scaffolding-instruction-english-language-learner-s-resource-guides-english-language-arts-and>
- <https://ies.ed.gov/ncee/wwc/PracticeGuide/6>
- <https://www.colorincolorado.org/blog/guidebook-teaching-academic-content-and-literacy-els-elementary-and-middle-school>
- <https://wida.wisc.edu/teach/can-do/descriptors>

Participation 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

***SEE ALSO DISPOSITIONS RUBRIC ON LIVETEXT**

Loyola University Chicago
School of Education
Syllabus Addendum

Syllabus Addendum Link

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. 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***.

We ask that you read each policy carefully.

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

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](#).