



**LOYOLA
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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

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Module Information

Dates: August 26, 2019-November 15, 2019

Days: Monday Seminar

Times: 5:00 – 6:45

On-Campus Location: Mundelein 404 and 407

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. 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?
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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)

Social Action through Education—is exemplified within the context of the particular course.

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.

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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, 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.

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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:

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 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.
 - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Late assignments will be penalized 10% a day (or will receive a maximum of 50% credit)..
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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, as well as completing a reader response.
 - Participation will make up 20% of your final grade for this course and be determined using the participation rubric. (found in resources).
- **Content Specific, Standards-Aligned Practice edTPA Unit: 60% 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. The edTPA unit will be submitted in three parts:

- Planning Task:
- Instruction Task:
- Assessment Task:
- The minimum passing score for edTPA is 37 out of 75 possible points. Candidates must receive a score of at least 37 points on the practice edTPA to receive a passing grade in this course.

Content Specific Assignments: 20% of final grade

- Social studies students will write a lesson plan that uses technology and incorporates current events.
- Students will analyze the socio-economic, political and cultural backgrounds of their students.

Module 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](#)

[180 DAYS: Two Teachers and the Quest to Engage and Empower Adolescents](#)

[Crossing the Vocabulary Bridge: Differentiated Strategies for Diverse Secondary Classrooms](#)

Module Reference Books

- Previous texts from Sequence 6
- *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 issues and student needs. You can find an updated link to the schedule here:

https://loyolauniversitychicago-my.sharepoint.com/:w:/g/personal/yelashmawi_luc_edu/EXCtiNIVsxBHnhtWIOcMnvUBYjTihyQroaiXpNR289-eA?e=FSYJ3N

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***.

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press
- Wiggins, G. & McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

Tentative Module Seminar Schedule

Week (Seminar meets Mondays)	Focus	notes	Assignment Due
#1 August 26	<ul style="list-style-type: none"> • edTPA Introduction • Discuss options for edTPA handbook • Discussion of content area specific topics 	<ul style="list-style-type: none"> • Candidates get release form 	
#2 September 2	No Class: Labor Day	<ul style="list-style-type: none"> • 	

#3 September 9	<ul style="list-style-type: none"> edTPA Planning Task Rubrics 1-5 Decide on edTPA Handbook 	<ul style="list-style-type: none"> Use Rubrics Explained Instructors send handbook decision to JB 	<p><u>Readings: UbD: pp. 78-84, 93-97, 99-105</u></p> <p><u>Student demographics (data collection). Due</u></p>
#4 September 16	<ul style="list-style-type: none"> Lesson Planning and Academic Language 	<ul style="list-style-type: none"> Must decide on instructional sequence (will video one day) 	<ul style="list-style-type: none"> Readings: UbD 46-59, 159-190. Try to choose and instructional sequence Begin work on Context and Planning Commentary
#5 September 23	<ul style="list-style-type: none"> Research and theory in edTPA Differentiating Instruction Discussion of content area specific topics 		<ul style="list-style-type: none"> <u>Readings: UbD 201-238</u> <u>Context for Learning Due</u> Choose and instructional sequence Work on Context and Planning Commentary
#6 September 30	<ul style="list-style-type: none"> Formative Assessment Discussion of content area specific topics 		Work on Context, Lesson Plans, and Planning Commentary
October 7	Fall Break No class		Work on Context, Lesson Plans, and Planning Commentary
#7 October 14	<ul style="list-style-type: none"> edTPA Instructional Task Rubrics 6-10 Discussion of content area specific topics 	Use Rubrics Explained	<ul style="list-style-type: none"> <u>Planning Task Due</u> Work on Instruction Commentary
#8 October 21	<ul style="list-style-type: none"> Videotaping Skills <ul style="list-style-type: none"> Editing, compressing Discussion of content area specific topics 		<ul style="list-style-type: none"> Work on Instruction Commentary
#9 October 28	<ul style="list-style-type: none"> edTPA Assessment Task Rubrics 11-15 		<ul style="list-style-type: none"> <u>Instructional Task Due</u>

	<ul style="list-style-type: none"> • Discussion of content area specific topics 		<ul style="list-style-type: none"> • <i>Bring one of your clips; peer review it.</i> • Work on Assessment Commentary
#10 November 4	<ul style="list-style-type: none"> • Analysis of evidence of student Learning • Giving feedback • Discussion of content area specific topics 		<ul style="list-style-type: none"> • <u>Current Events Plan Due</u> • Work on Assessment Commentary • <i>Bring 2-3 student's work and rubrics used to assess them</i>
#11 November 11	<ul style="list-style-type: none"> • Supporting feedback • Research to support modifications to student learning • Discussion of content area specific topics 		<ul style="list-style-type: none"> • <u>Assessment Task Due</u> <p><i>Final Draft due 12/5 by 11:55 p.m.</i></p>

School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified by our endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded The Conceptual Framework: *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students.

LiveText and Sakai

Candidates will be responsible for regularly accessing their Sakai accounts at <http://sakai.luc.edu>. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates **MUST** use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments. You can access more information on LiveText here: [LiveText](#).

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb),

record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

Diversity

By focusing on individual, diverse students in urban classrooms, this seminar 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. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

Technology

Candidates will use Microsoft Excel to manipulate, represent and analyze data and use online resources for research.

University Policies and Information

Syllabus Addendum Link: <http://luc.edu/education/syllabus-addendum/>

This link directs students to the following statements

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

Resources to be found on-line: Saki

- Student Teaching Attendance sheets
- Loyola Lesson plan templates
- Participation rubric
- Clinical evaluation rubric (formative and summative)