



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 2020

Instructor Information

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Synchronous check-in: Wednesday 9 am-10 am

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Teaching Assistant Information

Name: Joseph Kaye (Ed.D. candidate; Pronouns: he, him, his)

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Office hours: Friday 10 am-11 am or by appointment

Module Information

- October 19 to November 14, 2020
- 1 synchronous session each week, typically on Wednesdays at 9am CST, facilitated via Zoom
- 2 asynchronous sessions each week, to be completed by the dates/times listed on the class schedule

Readings & Resources

- All readings are posted on the Sakai site, accessible via Resources folder.

Module Description

This module is specifically designed for teacher candidates to appreciate, discern, and be able to utilize the individual needs of students who have another first language than English or who are emergent bilingual learners. This module will develop candidates' skills 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 to support their language and literacy development and their acclimation to learning in the academic context.

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.

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)

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.

Module Assignments

Module Participation: 30% of final grade

Candidates will participate in 4 synchronous check-ins via Zoom and 8 asynchronous online lessons, with one synchronous check-in and 2 asynchronous lessons per week for the duration of the 4-week module. Each check-in will last 1-1.5 hours whole-class via Zoom.

Attendance will be kept for each session to inform the final participation grade.

Each online lesson will take 2.5 hours of time. Lessons can be completed at the convenience of the student any time before the date and time designated on the course schedule. Strategically designed to foster inquiry and understandings related to essential questions about authentic assessment for Emergent bilingual learners. Lessons follow a similar trajectory to provide consistency for candidates. Candidates will work with their partner to maintain a reflective blog with responses before and after each asynchronous lesson, which will support their ongoing learning, reflection and will form the basis for their project work. This will serve to inform the professor’s evaluation of participation in asynchronous sessions. See holistic rubric below.

Score	Criteria
30	Candidate fully participates in all 4 check-ins and 8 lessons and maintains regular and positive communication with the professor and peers.
25	Candidate partially participates in all 4 check-ins and 8 lessons and maintains somewhat regular and positive communication with the professor and peers.
20	Candidate fully participates in all but 1 check-in or lesson and maintains regular and positive communication with the professor and peers.
15	Candidate partially participates in all but 1 check-in or lesson and maintains somewhat regular and positive communication with the professor and peers
10	Candidate fully participates in all but 2 check-ins or lessons and maintains regular and positive communication with the professor and peers
5	Candidate partially participates in all but 2 check-ins or lessons and maintains somewhat regular and positive communication with the professor and peers
0	Candidate fails to complete 3 or more check-ins or lessons and does not regularly or positively engage with professor and/or peers

Data Reflections 30 %

Candidates will review authentic assessment plans that were employed, and the raw data gathered from those assessments to complete two tasks:

- 1) Making reference to readings explain what elements of the assessment plan were done well and why and what recommendations you would have suggested to have done differently and why.
- 2) Analyze the raw data provided to make thoughtful and relevant connections to the theories being learned, referencing readings to provide evidence-based analyses of their focal student’s language and literacy development and note any developing ideas about instructional implications for their focal student. This work will be conducted with your project partner

Bilingual learner (EL) Focal Student: Data to Instruction Final Project 30%

Using the data analyses as a guide and course readings as a reference, candidates will develop

- 1) learning goals and
 - 2) instructional recommendations specific to their student’s assets and needs.
- This work will be reported in the form of a data to instruction table and will be completed with your project partner.

Sequence Summative Assessment: 10% of final grade

Candidates will complete a Teacher Study at the end of Sequence 3.

Your grade on that assessment will factor in to 10 percent of your final grade for this module

Course Organization:

This course was strategically and thoughtfully designed as a blended synchronous/asynchronous online course to mediate your learning, critical thinking, and discussion related to the course objectives.

Synchronous check-ins will occur at the beginning of each week. These will give the full class a chance to touch base, have meaningful discussions, and ask questions in real time. In these sessions, we will set the stage for the learning to come in the asynchronous lessons to be completed during that week.

Asynchronous lessons can be completed at your convenience prior to the due date indicated on the syllabus schedule. Each lesson should take approximately 2.5 hours of time. Please note that pre-work and assignments are not included in the 2.5 hours of time, just as they would not be for in-person coursework classes.

Pre-work

Just like in-person classes, you should read prior to class sessions in preparation for learning. For each lesson, you will read and capture key takeaways on a Sakai blog that you will maintain throughout the course. Please note that the pre-work is not factored into the 2.5 hours of estimated time to complete the lesson.

Reflective blog

Before and after each asynchronous lesson, candidates will briefly reflect and respond to the lesson's essential questions with no more than three sentences to summarize key thoughts and ideas. This is done as part of your participation grade and to help you engage with the focus of each lesson.

Outcomes

Each lesson has an outcome associated with it, which will indicate that the candidate has completed the learning and activities for the week. The guided activities will support students in completing the outcomes, though time outside of the 2.5-hour lesson will likely be needed just as would be the case with in-person classes.

Please note:

- Synchronous check-ins **will not** be recorded. Please attend at the date/time scheduled.
- If you are unable to attend a check-in or complete a lesson, it is your responsibility to notify the instructor in advance.
- Please note that informing the instructor does not excuse your absence or missed work. If there is an emergency, contact your professor as soon as reasonably possible. After missing one check-in or lesson, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments on time. If you need support, reach out to your professor to schedule a meeting.
- Check 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.

Grading Policy & Scale:

- Unless specific arrangements have been made with your instructor, assignments submitted after the date will receive a lower grade per the following: 1 day=5%, 3 days 10%, 4-7 days 15%
- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources, or adapting an idea from a source, those sources **must** be cited.
- The final course 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%

INSTRUCTOR COMMITMENTS:

This semester will be unlike any that I have taught at the university and surely unlike your experiences to date as a student. Together, we will make this semester productive and valuable to your development as an educator, while simultaneously prioritizing care, well-being, and balance. Here are my commitments to you.

- **CARE:** The first priority of the semester is your well-being and that of those around you. You cannot learn and develop as an educator unless your core needs are being met. Please take care of yourself and your physical and mental well-being amid all that is going on around us. Should I be able to support that in any way, please let me know.
- **FLEXIBILITY:** Your health and well-being come first, requiring flexibility in coursework. Assignments and due dates listed on the syllabus are certainly the expectation; however, should a situation arise that require your attention, please reach out to me. You can disclose whatever you wish to disclose, and we will work to a reasonable solution.
- **RESPONSIVENESS:** If the last few months are any indication, then the semester could unfold in any number of ways. I will respond to those changes and your related needs and concerns to my best capacity. I will look to you as my co-designers of this class trajectory. If something needs to change, then reach out and alert me to your concerns.
- **REFLECTIVE:** This course requires reflection upon your own experiences in education and what you wish to contribute moving forward. I also commit to ongoing and critical reflection, as my role as a professor is changing drastically. This course will not be business-as-usual, and we will use the current context to guide our reflection and action.
- **SOLUTIONS-ORIENTED:** This course content revolves around learning from students and I take that commitment as seriously in my own pedagogy as I encourage you to be in your future teaching. As we face uncertainly with distance learning, racial injustice, and other social struggles in the time of this pandemic, we can use our course content to remain focused on learning from and with each other to guide our work and improve the learning context for all.

Loyola University Chicago
School of Education
Syllabus Addendum

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](#).

Smart Evaluation:

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation. 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.

Privacy Statement:

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Class Conduct:

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support:

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

Center for Student Access and Assistance:

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact

the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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

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/coordinatedassistanteresourceeducationcare/>

School of Education Commitment - COVID-19:

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.