

Teaching, Learning, and Leading with Schools and Communities

Sequence Five: Literacy and Data Use

School of Education

Loyola University

Chicago

Fall Semester 2020

TLSC 310.08: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 320.08: Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 330.08: Discipline-Specific Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

Instructor Information

Instructor Name: Aimee Ellis, Ph.D.

Campus Office: Lewis Towers, 1024b

Email: apapola@luc.edu

Phone: 312-915-6679

Virtual Office Hours information: Wednesdays at 10:00 am CST **please make an appointment via email whenever possible

*Students can expect a response to email within 24 hours on Mondays through Fridays.

Assignments will be graded within one week of submission.

Module Information

Dates: August 24-Nov. 13, 2020

Days: Officially MWF

Times: 8:10-10:40 am officially

Zoom Meetings: Fridays, 9:30: Link (full invitation below):

<https://luc.zoom.us/j/94346185757>

Weekly Zoom: Topic: Sequence Five Fall 2020

Time: Aug 28, 2020 09:30 AM Central

Time (US and Canada)

Every week on Fri, 12 occurrence(s)

Aug 28, 2020 09:30 AM

Sep 4, 2020 09:30 AM
Sep 11, 2020 09:30 AM
Sep 18, 2020 09:30 AM
Sep 25, 2020 09:30 AM
Oct 2, 2020 09:30 AM
Oct 9, 2020 09:30 AM
Oct 16, 2020 09:30 AM
Oct 23, 2020 09:30 AM
Oct 30, 2020 09:30 AM
Nov 6, 2020 09:30 AM
Nov 13, 2020 09:30 AM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

<https://luc.zoom.us/meeting/tJAuc--ppj4tH9Oun5-Rj3BZMM2cXQvv27zo/ics?icsToken=98tyKuCsT8sG9yQtxyARowIA4-gM-vxiCVagvpyiRGwThjZMSHMG88QMYpOBs6C>

Join Zoom Meeting

<https://luc.zoom.us/j/94346185757>

Meeting ID: 943 4618 5757

***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.

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Sequence Five Overview

This sequence focuses on literacy and data-based decision making. Module 310 focuses on acquiring knowledge and skills in the assessing and understanding of basic language and literacy skills. Module 320 engages students in the use of data to measure objective mastery, measure student growth, and modify instruction. Module 330 focuses on content area integration with literacy, with an emphasis on supporting linguistically and culturally diverse students and all learning needs.

TLSC 310 (2 credit hours)

Language and Literacy for Diverse Students

Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 310 Module Description

This module focuses on reading skills developmentally appropriate for the grade level teaching endorsement range of the teacher candidate. Emphasized are Common Core State Standards for English Language Arts (CCSS-ELA) across all literacy areas: Reading Foundational Skills, Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Teacher candidates will work with the use of informal and formal assessments to determine student instructional needs and to target instructional interventions to them. Evidence-based instructional practices designed to address and adapt to the needs of culturally and linguistically diverse learners will be emphasized. Teacher candidates will select high quality print non- print and technological resources for teaching literacy skills for use in the lessons that they prepare. All experiences will be integrated within the Multi Tier System of Support Framework.

Essential Questions:

1. How do teachers teach reading utilizing evidence-based practices in classrooms?
2. How do teachers incorporate student choice in order to develop motivation for reading?
3. How do teachers engage readers by working to develop their creativity and curiosity?
4. How do reading lessons fit into a district/school wide scope and curriculum so that teaching reading is the responsibility of all teachers?
5. How do teachers determine the language and literacy needs of students in order to target reading instruction and interventions to their specific and individual needs?
6. How do teachers provide highly effective instruction for all students while addressing the literacy and language supports required by some in the classroom?
7. How do teachers identify materials and resources that meet the needs of all learners

in the classroom?

8. How do teachers adjust and adapt learning materials for diverse learners?
9. How do teachers collect data to demonstrate that students are making progress in language and literacy skills?
10. How do teachers differentiate instruction for students who struggle with language and literacy and work toward closing achievement gaps by helping students acquire grade level skills as determined by standards? How do teachers scaffold Academic Language Learning in their classrooms?

As a part of this module, candidates will understand that effective educators:

- 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.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

Dispositions Assessed in this Module (Rubrics for these are on Live Text)

D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)

D15 valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

SMART EVAL COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 310 is primarily to support candidates in:

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

TLSC 320:

Using Classroom Data in a Collaborative Environment to Advance Student Achievement

Module Description

This module focuses on the relationship between curriculum, assessment, data analysis and instructional modifications. Candidates will write objectives and design test questions to effectively measure those objectives. After mastery of basic statistical calculations and Excel operations, candidates will use descriptive statistics to analyze the results of a pretest/posttest analysis and use the data display to

suggest instructional modifications.

Essential Questions:

1. How can summative and formative assessment be used to provide individual feedback regarding student achievement?
2. How are objectives, assessment, data collection, data analysis, and educational decisions related?
3. How do teachers effectively collaborate with other professionals across grade level and content area teams?
4. How can teachers use data to effectively design, adjust and modify instruction for the individual classroom and school?
5. How do teachers take into consideration contextual components and aspects of diversity of students when analyzing data and formulating achievement plans?
6. Based on data, what are appropriate objectives and interventions for students and classes?
7. What data should be collected?

As a part of this module, candidates will understand that effective educators:

- 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.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

Dispositions Assessed in this Module

- **D4:** demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (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. (9M, 9N) (IB)
- **D8:** demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
- **D12:** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- **D14** demonstrating resiliency when confronted with challenges and seeking the support of colleagues and others when needed.

SMART EVAL COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 320 is primarily to support candidates in:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the

field most closely related to this course

**TLSC 330 :Discipline-Specific Literacy for Diverse Students:
Teaching and Assessing Culturally and Linguistically Diverse Students**

Module Description

The focus of this module is on using what has been learned about the collection and analysis of assessment data to determine classroom literacy needs within discipline specific instruction and to support the language development of English Language Learners. Using pre, post and ongoing individual and class assessment data, candidates will plan evidence based instructional discipline specific literacy lessons designed to support ELs and the development of academic language for all students. Teacher candidates will utilize a variety of technological tools and skills to differentiate instruction based on students' learning needs. Common Core State Standards for English Language Arts (CCSS ELA) along with World-Class Instructional Design and Assessment (WIDA) standards will be used to guide the instructional planning. Emphasizing developmentally appropriate practices, candidates will select high quality and culturally responsive reading material to support academic language and vocabulary, to guide students to respond critically and creatively to challenging texts, and to respond in a variety of forms of language, including reading, writing, listening, speaking and viewing in content area curricular lessons.

Essential Questions:

1. How do teachers in content area classrooms effectively guide students in their development of literacy practices within discipline specific contexts?
2. How do teachers select effective materials to teach concepts and skills within discipline specific contexts that meet the needs of a variety of learners within their classrooms?
3. How do teachers use a variety of language and methods of communication within classrooms, including listening, speaking, reading, writing, and viewing?
4. How do teachers use data to drive instructional practices and evaluate teaching and learning effectiveness in literacy growth in science and social studies?
5. How do teachers design developmentally appropriate practices for diverse learners to develop and strengthen their skills in discipline specific literacy in content area classrooms or units?
6. How do learners become actively engaged in learning and in self-assessment?
7. How do teachers structure plans designed to encourage collaborative discussions?

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.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Create and support safe and healthy learning environments for all students.

Dispositions Assessed in this Module

D5 participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)

D6 collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)

D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (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.

SMART EVAL COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 330 is primarily to support candidates in:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

ASSIGNMENTS

TLSC 310: MODULE ASSIGNMENTS

(Detailed descriptions and rubrics posted on Sakai)

- **Introduction: FlipGrid (5%)**: Use this flipgrid site (<https://flipgrid.com/f7d3b780>) to create your assignment. You might need to create an account as well. Using the camera, please upload a one minute video sharing whatever you would like us all to know about you. Here are ideas, but you can share what YOU think is important!
 - Your name (this is a must :)
 - Where you consider “home”
 - Something you recently read or watched that you loved
 - Your favorite place to work or unwind
 - Something you love to do every day
 - Your view from your “workspace”
 - Anything else you think is fun or interesting!
- **Literacy Instruction, Culture, and Classroom Assignment (15 %)**: Using videos and images on Sakai, you will look for evidence of a variety of components of literacy instruction, culture, and classroom setup. You will describe the examples you see in videos/images as well as reflect on them and their role in your future classroom.
- **Analyze an individual reading assessment and make instruction recommendations (10 %)** You will choose one of the reading assessments posted on Sakai to review and analyze. There will be a text and a recording of that text. You will mark the miscues on the text from the recorded reading, calculate accuracy and fluency

(words per minute) rate, and analyze the miscues to make instructional recommendations.

- **Design two literacy lessons. (25% each).** These lessons should be short (15 minute) mini lessons focused on a specific aspect of literacy (eg, phonemic awareness, phonics, vocabulary, etc). One of the lessons should try to incorporate the information from the literacy assessment assignment. Another could focus on a vocabulary strategy, a detailed read aloud lesson, writing, or any other short literacy-focused lesson.
- **Attendance/Participation/Small Group and Partner Work (20%)**

TLSC 320: MODULE ASSIGNMENTS

Materials and Rubrics for these assessments will be posted on Sakai.

- **Data Analysis and RtI Assignment (15%):** Using the class set of data provided on Sakai, as well as the cutoff points provided, you will determine which students would fall into Tiers 1, 2, or 3 based on the data. You will also use the template to enter information and create RtI/MTSS triangles, reflecting on how this might impact your instruction.
- **Pre and Post Assessment design (25%)–** You will design pre and post assessments for content-based instruction in order to determine individual and class background knowledge and skills. These assessments will directly connect to the mini-unit you will plan in Module 3. More detailed description is on Sakai.
- **Assessment Choice Board Assignment (20%):** You will be asked to choose one of the activities that relate to assessment and data on the choice board found on Sakai to complete.
- **Standards, Objectives, Assessment Assignment (20%):** This assignment will connect directly to your mini unit for Module 3. You will select CCSS ELA standards and content standards that you will focus on in the mini unit and spend time deconstructing these standards to write very clear and measurable learning objectives. You will also create language objectives for the mini unit lessons using a similar process.
- **Attendance/Participation/Small Group and Partner Work (20%)**

TLSC 330: MODULE ASSIGNMENTS

- **Disciplinary Literacy Mini Unit (3 lessons, 20% each lesson)** You will develop a three-lesson mini unit incorporating WIDA standards, language objectives, and use of technology (for one). The focus is integrating literacy and a content area for a targeted mini unit on a concept. You will be asked to identify and analyze text resources with respect to reading level, language support, text complexity and content. **Submit final lesson with mini unit to livetext**
- **Final Course Reflection (10%):** You will be given prompts to ask you to reflect on your overall understanding about a variety of topics related to literacy instruction and

data use at the end of the semester.

- **Choice Board Assignment (10%)**: On Sakai, there is a choice board with a range of activities related to literacy. You will be asked to select one to explore and complete.
- **Attendance/Participation/Small Group and Partner Work (20%)**

Course Participation:

Candidates will participate in 12 weeks of online learning, with one synchronous meeting per week for the duration of the semester, as well as small group virtual meetings as assigned. In addition to one hour of synchronous meeting, each week's asynchronous lesson is designed to take approximately six hours of time. Lessons can be completed at the convenience of the student any time before Friday's Zoom session, with written assignments typically due Sunday at midnight of that week. Candidates can access all resources needed for the weekly lessons on the Sakai page. Candidates' course participation grade will consider the weekly work, the synchronous zoom sessions, reflective work submitted, and any virtual small group meetings that are assigned.

Participation grades will be assigned using the following holistic rubric.

Score	Criteria
20	Candidate completes all lessons, gives consistent and constructive feedback to critical friend and small group, participates regularly in synchronous meetings, and maintains regular and positive communication with the professor.
16	Candidate completes all but 1 lesson, gives consistent feedback to critical friend and small group, participates regularly in synchronous meetings, and maintains regular communication with the professor.
12	Student completes all but 1 lesson, gives inconsistent feedback to critical friend/small group, participates in some synchronous meetings, and maintains somewhat regular communication with the professor.
8	Student completes all but 2 lessons, gives inconsistent or inappropriate feedback to critical friend/small group, participates inconsistently in synchronous meetings, and does not regularly communicate with professor.
4	Student completes all but 2 lessons, gives inconsistent and inappropriate feedback to critical friend/small group, rarely participates in synchronous meetings, and does not regularly communicate with professor.
0	Student fails to complete 3 or more lessons, gives inconsistent and inappropriate feedback to critical friend/small group, does not participate in synchronous

meetings, and/or does not engage positively with professor.

Course Readings

Textbooks

- Buehl, D. (2104). *Classroom Strategies for Interactive Learning* (4th ed.). Newark, DE: International Reading Association.
- Fox, Barbara, J. (2012) *Word Identification Strategies: Building phonics into a classroom reading program*, 5th edition. Allyn & Bacon: Boston, MA. (**previously used in CIEP 359).
- Tompkins, *Literacy for the 21st Century: A Balanced Approach* (**Previously used in CIEP359)

Sakai Articles

Allington, R.L. & Gabriel, R.E. (2012). Every child every day. *Educational Leadership*, 10-15.

Boyd, F.B., Causey, L.L., & Galda, L. (2015). Culturally diverse literature: Enriching variety in an era of Common Core State Standards. *The Reading Teacher*, 68(5), 378-387.

Briceño, A. & Klein, A.F. (2018). A second lens on formative reading assessment with multilingual students. *The Reading Teacher*, 72(5), 611-621.

Colwell, J. (2018). Selecting texts for disciplinary literacy instruction. *The Reading Teacher*, 72(5), 631-637.

Duke, N.K. & Cartwright, K.B. (2019). Implications of the DRIVE model of reading: Making the complexity of reading actionable. *The Reading Teacher*, 73(1), 7-15.

Fisher, D. & Frey, N. (2014). Formative assessment: Designing and implementing a viable system. *Reading Today*, 16-17.

Heineke, A. & Neugebauer, S.R. (2018). The complexity of language and learning: Deconstructing teachers' conceptions of academic language. *Issues in Teacher Education*, 27(2), 1-17.

Hill, J. (2016). Helping ELLs Excel: Engaging your beginners. *Educational Leadership*, 73(5), 18-23.

Jocius, R. & Shealy, S. (2017). Critical book clubs: Reimagining literature reading and response. *The Reading Teacher*, 71(6), 291-702.

Kessler, T., Mills, M., & Reilly, M. (2020). I hear you: Teaching social justice in an interactive read aloud. *Language Arts*, 97(4), 207-222.

Lesaux, N.K. & Harris, J.R. (2015). What we know about reading development among English learners. In *Cultivating Knowledge, Building Language; Literacy instruction for English learners in elementary school*.

Lucas, T., Villegas, A.M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English Language Learners. *Journal of Teacher Education*, 59(4), 361-373.

National Reading Panel (U.S.), & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.

Parenti, M.A. (2017). Becoming disciplined about disciplinary literacy through guided retelling. *The Reading Teacher*, 71(4), 473-478.

Roscos, K. & Neuman, S.B. (2012). Formative assessment: Simply no additives. *The Reading Teacher*, 65(8), 534-538.

Webb, S., Massey, D., Goggans, M., & Flajole, K. (2019). Thirty-five years of the gradual release of responsibility: Scaffolding toward complex and responsive teaching.. *The Reading Teacher*, 73(1), 75-83.

Welsh, K.M., Brock, C.H., Robertson, D.A., & Thraikill, L.D. (2019). Disciplinary literacy in a second grade classroom: A science inquiry unit. *The Reading Teacher*, 73 (6), 723-734.

Course Calendar

Date	Readings	Focal Content/Lesson	Assignments/Artifacts
Week One (Aug 24-28)	1. https://www.literacyworldwide.org/docs/default-source/resource-documents/whatshotreport_2020_final.pdf 2. Allington & Gabriel article (Sakai) 3.. Webb, et al article	<u>Sakai Lesson 1</u> *Intro to Literacy Foundations and Instruction *What’s Hot in Literacy Instruction *Components of literacy instruction in classroom	Introduction Flipgrid assignment (due by midnight 8/30)

	(Sakai)		
Week Two (Aug 31-Sep 4)	1.Boyd, et al article (Sakai) 2. Teaching Tolerance pdf (Sakai) 3. Lesaux & Harris chapter (Sakai) 4.Hill article (Sakai)	<u>Sakai Lesson 2</u> *Literacy Culture and Classroom *Culturally Relevant Texts *Addressing assumptions about emergent bilinguals *Anti-bias/ anti-racist literacy classrooms *Funds of Knowledge	
Week Three (Sep 7-11)	1. Skim pages 142-166; 186-195 in Tompkins 2.Buehl Chapter 1 3. NCTE statement: https://ncte.org/statement/the-act-of-reading/	<u>Sakai Lesson 3</u> *Phonemic Awareness *Phonics *Fluency *Vocabulary *Academic Language *Comprehension overview *Writing *Strategies to support these	Literacy Culture and Classroom assignment due by midnight 9/13)
Week Four (Sep 14-18)	1..Heineke & Neugebauer article (Sakai) 2. Colorin Colorado link on language objectives https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners	<u>Sakai Lesson 4</u> *Language Objectives: What are they, How do you write them *Language Demands and Knowledge Demands *Academic Language *Literacy Overview: Drive analogy	Lesson Plan 1 due by midnight 9/20

	3.Duke & Cartwright (Sakai)		
Week Five (Sep 21-25)	1.Buehl chapter 2 2. Buehl section 2, strategies on frontloading 3. Briceño & Klein article (Sakai) 4. 3. Kesler, Mills, & Reiley (Sakai)	<u>Sakai Lesson 5</u> **Assessing literacy with running records * Background knowledge and literacy *Motivation in reading *Interactive Read Alouds	*Analysis of literacy assessment (due by midnight 9/27)
Week Six (Sep 28-Oct 2)	1. Roskos & Neumann (Sakai) 2. Fisher and Frey article (Sakai) 3. ILA statement on reading assessment https://literacyworldwide.org/docs/default-source/where-we-stand/9461_making_sense_of_elementary_school_reading_scores_final.pdf	<u>Sakai Lesson 6</u> *The role of data *Data-based decision making *RtI/MTSS *Classwide data *Schoolwide data *Formative v. summative assessment *Data Representation	Lesson Plan 2 due by midnight 10/4 Data Analysis/RtI Assignment due 10/4 by midnight
Week Seven (Oct 5-9)	1.Lucas, Villegas, & Freedson-Gonzalez article (Sakai)	<u>Sakai Lesson 7</u> *Emergent Bilinguals and Assessment *Test Bias *Data representation *Close Reading and Text Dependent Questions *Text complexity	Assessment Choice Board Assignment due by midnight 10/11 *Try to have your topic decided for your mini unit.
Week Eight (Oct 12-16)	1.Colwell article (Sakai) 2.Buehl Chapter 3	<u>Sakai Lesson 8</u> *Rubrics	Standards, Objectives, Assessments assignment due by

		*Language Objectives review *CCSS/WIDA/ Content Standards *Content Objectives *Disciplinary Literacy Strategies	midnight 10/18
Week Nine (Oct 19-23)	1.Welsh, et al (Sakai) 2. Buehl Chapter 4	<u>Sakai Lesson 9</u> *Disciplinary Literacy Strategies *Comprehension *Creating pre and post assessments	Pre and Post Assessment for Mini Unit due by midnight 10/25
Week Ten (Oct 26-30)	1.Jocius & Shealy (Sakai) 2. Buehl, section 2, strategies	<u>Sakai Lesson 10</u> *Small group reading and book clubs *Critical literacy in the elementary/middle grades (author's purpose versus author's impact and bias) *Disciplinary literacy	Rough outline of mini unit ready to share in small group (and outline to instructor by midnight 11/1)
Week Eleven (Nov 2-6)	1.Parenti article (Sakai) 2. Buehl, section 2 strategies	<u>Sakai Lesson 11</u> *Disciplinary Literacy Strategies	Choice Board Assignment due by midnight 11/8
Week Twelve (Nov 9-13)	1.NCTE statement: https://ncte.org/statement/expandingopportunities/	<u>Sakai Lesson 12</u> *Mini Unit Sharing	Mini Unit due by midnight 11/15 Final reflection due by 11/18

Additional Information

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

TLLSC Handbook:

The handbook for TLLSC is posted on Sakai. All Candidates are required to read this and to complete the “Certificate of Understanding” on Live Text during the first week of classes.

Conceptual Framework Standards for Sequence Five

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. We 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 in the overarching principles of *Social Action through Education*, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

In this sequence, two conceptual framework standards are addressed. They are:

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Conceptual Framework Standards for Sequence Five

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. We 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.

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In this sequence, two conceptual framework standards are addressed. They are:

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

English as a Second Language (ESL) Endorsement

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

TLSC 310:

- 1.A Language as a System – The competent ESL teacher demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.
- 1.A Language as a System—The competent ESL teacher demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.
- 3.C Using Resources Effectively in ESL Instruction – The competent ESL teacher evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.
- 3.C Using Resources Effectively in ESL Instruction—The competent ESL teacher uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

TLSC 320:

- 4.C Content Subject and Classroom-based Assessments – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.

TLSC 330:

- 3.B Implementing and Managing Standards-based ESL and Content: Understands and provides access to the core curriculum, including through the use of the student's primary language.
- 3.B Implementing and Managing Standards-based ESL and Content: Implements a variety of second language teaching strategies and approaches (guided by national and State ESL language learning standards) for developing and integrating academic English language in the listening, speaking, reading and writing domains.

Recordings

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

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.

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Syllabus Addendum

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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making

11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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](#).

Additional ONLINE Course Policies

***Privacy Statement**

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***Synchronous Meetings**

This class is mainly asynchronous, with a weekly synchronous Zoom meeting scheduled on Fridays at 9:30 am CST. The link to this recurring zoom is listed on the top of this syllabus.

***Student Participation**

Expectations for student participation are described above in the main body of the syllabus.

***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 making objectionable (gendered, racial or ethnic) comments, especially

comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

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](#)(SSWD) (<http://www.luc.edu/sswd/>).

***Center for Student Access and Assistance (CSAA)**

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.

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*.

Syllabus Addendum Link

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

