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 2021

Instructor Information

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Module Information

- September 27th - October 22nd, 2021
- Monday and Wednesday 8:15-10:25

Readings & Resources

- All readings are posted on the Sakai site. A bibliography will be provided separately

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Module Description

This module is specifically designed for teacher candidates to appreciate, discern, and be able to utilize the individual needs of students 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 (specifically their linguistic and cultural funds of knowledge) contribute to achievement at schools?
- How can teachers build authentic assessments and develop instructional strategies in response to students' linguistic and cultural funds of knowledge?
- How can teachers support students' language and literacy development using research-based practices?
- How can teachers use individualized authentic assessment 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. 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: 20 points
(Class attendance and participation)
The following rubric will be used to assess candidate participation:

Professional Attitude and Demeanor Part I

2-Always prompt and attends all sessions.
1-Rarely late and regularly attend sessions (No more than 1 absence).
0-Often late and/or poor attendance at sessions (More than 2 absences).
Professional Attitude and Demeanor Part II

2-Always prepared for sessions with assignments and required materials.
1-Rarely unprepared for sessions with assignments and required materials.
0- Often unprepared for sessions with assignments and required materials.
Level of Engagement in Class

2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups, and the whole class.
1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups, or the whole class.
0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.
Integration of Readings into Classroom Participation

2-Often cites from readings; uses readings to support discussion points.
1-Occasionally cites from readings; sometimes uses readings to support points.

0-Rarely cites from readings; rarely uses readings to support points.

<u>Listening Skills</u>

2-Listens carefully and attentively when others talk, both in small group and in whole group sessions. Incorporates and/or builds off the ideas of others.

1-Listens when others talk, both in groups and in sessions

0-Rarely listens when others talk, both in groups and in sessions.

<u>Partnership Work</u>

2-Contributes best effort, takes on equal work effort to the project, and communicates in an effective and timely manner with partner

1-Contributes with some effort and contributes some work to the project. Communication is uneven or sometimes lacking in initiative.

0-Does not take initiative in communication, contributes minimally or nothing to the project.

Data Reflections 30 points

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 points

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 points

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

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

Pre-work

Prior to class meetings you must read the assigned articles in preparation for learning.

Outcomes

Each lesson has an outcome associated with it, which will indicate that the candidate has completed the learning and activities for the week.

Please note:

- If you are unable to attend a class or complete a lesson, it is your responsibility to notify the instructor in advance and plan for alternate work.
- 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 class, 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:
• 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.
• 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 including a commitment to infusing anti-racist lens into our work in relation to emergent bilingual learners and curriculum.
• 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

Conceptual Framework and Diversity
The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. While this module does not assess one of the Conceptual Framework Standards, the content is nevertheless grounded in the overarching principles of the Conceptual Framework. This module addresses many of the major 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. By focusing on policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education and instructional contexts for students with special needs).

Content for this course is designed to highlight theoretical considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework.

Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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/coordinatedassistanceresourceeducationcare/

Smart Evaluation
Towards the end of each module, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed. The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback. Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade. The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Student Accommodations
Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. Please

note that in this class, software may be used to audio record class lectures to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Learning During the COVID-19 Pandemic

We are still living through the coronavirus pandemic. This fact surrounds all that we do this semester because we are all affected by this circumstance and any changes in pandemic circumstances will shape our learning environment and our wider community. Our sense of community always goes beyond the University. Changes on our campus, including our classroom, can directly affect those we live with at home, some of whom may be too young or too immunocompromised to be vaccinated or shielded from the pandemic. Therefore, we must always keep in mind a sense of our larger responsibility for the common good and for protecting the health and lives of those around us.

- Students, staff, and faculty are required to follow the University guidelines, which are in place to help us create and maintain a safe learning environment across our campus. The University measures have thus far been archived at this webpage: LUC.edu/coronavirus/
- Masks are required in all indoor spaces, including our classroom. COVID-19 testing is widely available on campus: LUC.edu/coronavirus/oncampustesting
- If you have any symptoms, are feeling sick, or have tested positive, *do not come to class*. Notify me and I will work with you to continue with any learning material you may have missed because of illness.

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 2021-2022 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.   If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the **COVID -19 Related Information Tab** at the top of the page.
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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*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.**

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.*

Syllabus Addendum Link https://www.luc.edu/education/academics/syllabi/ 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.*