

Teaching, Learning, and Leading with Schools and Communities

Sequence Five: Literacy and Data Use

School of Education

Loyola University

Chicago

Fall Semester 2021

TLSC 310: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 320 Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 330 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

Office Hours information: *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 30-Nov. 19, 2021

Days: Officially MWF (Friday does not meet in person)

Times: 9:30-11:40 am

***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.**

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.

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:

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.

Dispositions Assessed in this Module

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.

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:

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.

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.

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:

- 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.

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:** Use this flipgrid site (<https://flipgrid.com/62f881cf>) 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.
- **Reflective Response: Beginning (10%):** There will be a series of questions for you to reflect on and respond to in the first two days of class. You will respond to these questions again at the end of the semester.
- **Analyze an individual reading assessment and make instructional 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. (20% 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.
- **Summative Presentation: 15%**
- **Attendance/Participation/Small Group and Partner Work (10%)**

TLSC 320: MODULE ASSIGNMENTS

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

- **Data Analysis and Instructional Decision Making Assignment (15%):** You will use a set of hypothetical data to analyze and on which to make instructional decisions.
- **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 (15%):** 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.
- **Summative Presentation: 15%**
- **Attendance/Participation/Small Group and Partner Work (10%)**

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.
- **Reflective Response (15%)** You will respond to several questions as you did at the beginning of the semester.
- **Summative Presentation: 15%**
- **Attendance/Participation/Small Group and Partner Work (10%)**

Course Participation:

Candidates will participate in 12 weeks of learning, with two in person meetings per week and one asynchronous meeting per week for the duration of the semester. Candidates' course participation grade will consider the weekly work, the in-person classes, asynchronous work, and any relevant communication.

Participation grades will be assigned using the following holistic rubric.

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

Course Readings

Articles/Chapters on Sakai

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.

Duke, N.K., Ward, A.E., & Pearson, P.D. (2021). The science of reading comprehension

instruction. *The Reading Teacher*, 74(6), 663-672. <https://doi.org/10.1002/trtr.1993>

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.

Heineke, A. & Papola-Ellis, A. (in press). *Inclusive Texts in Elementary Classrooms: Developing Literacies, Identities, and Understandings*. Teachers College Press. Select chapters.

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

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.

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

Stouffer, J. (2021). Seeking middle ground: Analyzing running records from the top and bottom. *The Reading Teacher*, 74(6), 769-784. <https://doi.org/10.1002/trtr.2012>

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.

Required Textbooks

Muhammad, G. (2020). *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Scholastic.

Serravallo, J. (2015). *The reading strategies book*. Heinemann.

Calendar for Sequence Five, Fall 2021

Date	Location	Readings	Topics	Assignments
August 30	Mundelein 607	1. Top Takeaways From the 2020 What's Hot in Literacy Report 2. "What's Hot" article on Sakai	*Overview of Course *State of Literacy Instruction Today *Components of Daily Reading Instruction	Reflection questions due by midnight FlipGrid Assignment due by midnight
September 1	Mundelein 607	1. Teaching Tolerance pdf, P. 8-13 (Sakai) 2. Heineke & Papola-Ellis, Chapter 2	<u>Getting to know Students as People and Learners:</u> *Students' Backgrounds *Matching texts to readers *Assessments	
September 3	Asynchronous	Do the September 3 online module on Sakai, which includes: 1. Muhammad Text: Introduction, Chapter 1, and Chapter 2 2. Duke, et al article (2021) 3. . Boyd, et al article (skim if a reread)	<u>Getting to know Students as People and Learners:</u> *Intro to HRL Framework (Muhammad) *Literacy Culture and Classroom: Begin exploring videos *Understanding Science of Reading debate Running Record	*Begin work on the Literacy Culture and Classroom Assignment *Blog Post on Muhammad chapters

September 6	No Class: Labor Day			
September 8	Mundelein 607	<p>1.Heineke & Papola-Ellis, Chapter 5</p> <p>2.. Stouffer article</p> <p>3. Serravallo text: “Getting started” and bring book to class</p>	<p><u>Components of Literacy Instruction</u></p> <p>*Review of Literacy Instruction</p> <p>*Running Records/Literacy Assessments</p> <p>*Components of Literacy Instruction in Class</p>	
September 10	Asynchronous	<p>Do the September 10 Module on Sakai, which includes:</p> <p>1.Webb, et al article</p> <p>2.Muhammad Chapter 3 and 4</p> <p>3. Serravallo Book, skim first two “goals”</p>	<p><u>Instruction</u></p> <p>*Lesson Planning</p> <p>*Release of responsibility</p> <p>*Work on Literacy ASsessment Assignment</p> <p>*Work on Literacy Culture and Classroom Assignment</p>	*Literacy Assessment Assignment due by Sunday night.
September 13	Mundelein 607	<p>1.Hill article</p> <p>2. Muhammad Ch. 5</p> <p>3.Heineke & Neugebauer article</p>	<p><u>Instruction</u></p> <p>*Learning objectives</p> <p>*Addressing assumptions about emergent bilinguals</p> <p>*Language Demands and Knowledge Demands</p>	

			*Academic Language	
September 15	Mundelein 607	1. Muhammad Ch. 6 2.. Lucas, et al article	<u>Instruction:</u> Lesson Plan Ideas Muhammad Framework Supporting multilingual learners	*Lesson Plan #1 due by Sunday (9/19) night.
September 17	Asynchronous	Do the September 17 Module on Sakai, which includes: 1. Duke & Cartwright article 2. Leseaux chapter (Sakai) 3. Serravallo, "Goals" 3 and 4: choose a strategy from each to read in detail	<u>Instruction</u> *Work on Literacy Culture & Classroom Assignment Supporting all students	
September 20	Mundelein 607	1.Serravallo, skim goals 5, 6, 7 and choose two strategies to read in detail *Bring Serravallo book to class prepared to share those strategies	<u>Instruction</u> Strategies for teaching reading and writing	
September 22	Mundelein 607	Teaching Tolerance PDF p. 1-7 Newcomer article	<u>Instruction</u> Strategies for teaching reading and writing	

			Antibias/Antiracist Education Critical Literacy	
September 24	Asynchronous	Do the September 24 Module on Sakai which includes: 1. Colorin Colorado link on language objectives https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners	*Finish writing lesson plan 2 *Language Objectives	*Literacy Culture and Classroom Assignment Due by Sunday (9/26) night
September 27	Mundelein 508	1. ILA statement on reading assessment https://literacyworldwide.org/docs/default-source/where-we-stand/9461_making_sense_of_elementary_school_reading_scores_final.pdf 2. https://ncte.org/statement/expanding-formative-assessment/ Fisher and Frey Article	<u>Overview of Assessment in the Classroom</u> Role of Data and Data-based decision making Formative vs Summative Types of assessments	
September 29	Mundelein 508	Roscos and Neuman article Quick Reading Conferences article	Formative Assessments/ Reading Conferences Assessment and Multilingual	*Lesson Plan #2 due by Sunday night (October 3)

			Learners/Diverse Learners Test Bias	
October 1	Asynchronous	Do the October 1 Module on Sakai which includes: Briceno & Klein article Factoring AAVE into assessment article	Assessment and Multilingual Learners/Diverse Learners Summative Assessments	
October 4	Mundelein 508	1. Explore different components of this site: https://ilmtss.net/online-learning-overview/early-literacy-series-3 Become familiar with what MTSS is and how it impacts instruction 2. While this whole video is a good one, pay particular attention after the 4:40 mark of the video for one way that these early grade teachers talk about data at a grade level. Although these are primary teachers, the basic format of discussing data is applicable to any grade level: https://learn.teachingchannel.com/	School/Grade/Classroom Level Data Use RtI MTSS Data Representation	Data Assignment due Wednesday night (10/6) on Sakai

		video/developing-literacy		
October 6	Zoom Class	Rubrics PDF Sign up for Zoom meeting https://docs.google.com/document/d/1NgqY6boLqbfJ4ggPjIF5qY47xMUsf7S6BqsDzopXJBk/edit?usp=sharing	Rubrics Other Literacy Assessments	*Decide on your topic for mini unit Data Assignment due Wednesday night (10/6) on Sakai
October 8	Asynchronous	Do the October 8 Module on Sakai Sign up for Zoom meeting https://docs.google.com/document/d/1NgqY6boLqbfJ4ggPjIF5qY47xMUsf7S6BqsDzopXJBk/edit?usp=sharing	Assessment Choice Board Work	Assessment Choice Board assignment due by tonight
October 11	No Class: Fall Break			
October 13	Virtual Small Group Meetings		Zoom meeting with partners to focus on mini unit planning and check ins	Specify what aspects of your topic you will focus on for three lessons
October 15	Asynchronous	Do the October 15 module on Sakai		Draft of language and content objectives to share with group
October 18	Mundelein 508		Pre and Post Assessments	

October 20	Mundelein 508	Bring all your tools for some work session time on the pre and post assessment for your unit.	Language and Content Objectives with Assessments Thinking Ahead to Mini Unit	Language Objectives Aligned to Content Objectives Assignment due by 10/21 at night
October 22	Asynchronous	Do the October 22 Module on sakai:	Drafting of Pre and Post Assessment--work with partner on this during this time	
October 25	Mundelein 508	Disciplinary Literacy article on Sakai	What is Disciplinary Literacy?	Pre and Post Assessment for Mini Unit due by midnight 10/25
October 27	Mundelein 508	Heineke & Papola-Ellis, Chapter 6 Colwell article	Selecting Texts for Disciplinary Literacy Instruction	
October 29	Asynchronous	Muhammad chapters 7 and 8 Welsh Article		Select texts to use in mini unit
November 1	Mundelein 508	Parenti article Serravallo Goals 8 and 9		
November 3	Mundelein 508	Serravallo Goals 10 and 11	Writing About Reading Across the Curriculum	Muhammad framework for mini unit (bring to class)
November 5	Asynchronous	Do November 5 Module on Sakai	Technology for Instruction	Decide on technology to incorporate in mini unit
November 8	Mundelein 508	https://tstp.utoronto.ca/teaching-to-olkkit/active-learn	WIDA Standards Language Proficiency Levels	

		ng/active-learning-adapting-teaching-techniques/	CCS Content Standards Strategies for Teaching	
November 10	Mundelein 508	http://www.pz.harvard.edu/search/resources	Strategies for Disciplinary Literacy	Choose strategy you will use in each lesson for mini unit
November 12	Asynchronous	Work on your mini unit--be prepared to share an overview next week in class		
November 15	Mundelein 508	Bring everything for a partial work session on mini unit	Writing Instruction Across the Disciplines	Bring draft of mini unit for feedback
November 17	Mundelein 508		Misc Literacy Related Topics TBD	
November 19	Asynchronous			Mini Unit Due in Completion
		Summative Assessment		

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 Sakai 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.

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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.
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Loyola University Chicago
School of Education
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 Objectives in this course are:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

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 and Digication

All students, *except those who are non-degree*, may 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](#).

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.

Additional ONLINE Course Policies

***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.

***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 Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).

***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

<https://www.luc.edu/education/academics/syllabi/>

