**TLLSC 360: Developing Rigorous and Relevant Instruction and Assessment
Sequence 7: Putting it Together: Developing and Implementing Rigorous and Relevant Instruction and Assessment**

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2019

Instructor Information
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Module Information
Dates: January 14, 2019 – March 8, 2019
Days: Monday Seminar
Times: 5:00pm – 6:45pm
Location: Mundelein 504

Module Description
During this rigorous module, candidates continue to learn while also applying their accumulated knowledge and skills. The experiences in this sequence are designed to allow candidates to measure their growth in the areas of planning, instruction, and assessment while reflecting on what teacher candidates should know and be able to do prior to student teaching and prior to certification, including work with parents, families, and communities. Candidates will work with their mentor teacher two days per week while being supervised at the school site by a University Coach. Monday night seminars will be held on campus and lead by Loyola faculty. This sequence will better prepare candidate for independent work by discussing components of the Teacher Performance Assessment (edTPA).   Candidates will compose a practice edTPA project during this semester. Candidates will administer, analyze, and reflect upon an assessment. This sequence addresses TLLSC Enduring Understandings 1, 2, 3, 4, 6, 7, and 9

Module Goals

Essential Questions:

- How does knowledge and understanding of my students impact my instructional planning, assessment choices, and delivery?
- How do educators draw on their understanding of education theories when making decisions concerning instructional planning, assessment, and delivery?
- How do educators collaborate with others to support student learning?
- How do educators balance relevance and rigor when choosing content and pedagogy?
- How should planning, assessment and instruction be modified for culturally and linguistically diverse students?

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

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- Use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
- demonstrates understanding of the benefits of multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful. (Part 27 Standard 5.C.i)
- demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families. (Part 27 Standard 5.C.ii)

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

IDEA Objectives: 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)
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions

All courses in the SOE assess student dispositions.: ***Professionalism, Inquiry, and Social Justice***.. You can find the rubrics related to these dispositions in the TLSC 360 LiveText Assignment.   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. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum

Dispositions Assessed:

- **D3** value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)
- **D6** collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)
- **D7** value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)
- **D14** demonstrate high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

Writing Intensive Designation

TLSC 360 is designated "writing intensive" because the core assessments for this course are writing assignments that require candidates to produce multiple pieces of professional writing. These are the three tasks that comprise the "mock" edTPA: Task I Planning for Instruction & Assessment; Task II Instructing & Engaging Students in Learning; and Task III Assessing Student Learning. Each of these tasks require extended narrative writing responses that incorporate relevant research, theories, and data in alignment with the professional expectations for educators. As part of this course, candidates will draft and revise task responses with feedback from the instructor as well as their peers.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100% A
90% - 92% A-
87% - 89% B+
83% - 86% B
80% - 82% B-
77% - 79% C+
73% - 76% C
70% - 72% C-
67% - 69% D+
63% - 66% D
60% - 62% D-
Below 60% F

Attendance:

- Arrive promptly and maintain excellent attendance records. (see Addendum 1) Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Late assignments will receive a maximum of 50% credit

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Module Assignments

- ***Module Participation: 20% of final grade***
    - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.

    - Participation will make up 20% of your final grade for this course and be determined using the following common rubric.

Professional Attitude and Demeanor Part I
- ☐ 4-Always prompt and regularly attend classes.
- ☐ 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- ☐ 2-Sometimes late to class and regularly attend classes. (No more than 2 absences).
- ☐ 0-Often late to class and/or poor attendance of classes (More than 2 absences).

Professional Attitude and Demeanor Part II
- ☐ 4-Always prepared for class with assignments and required class materials.
- ☐ 3-Rarely unprepared for class with assignments and required class materials.
  2-Often unprepared for class with assignments and required class materials.
- ☐ 0-Rarely prepared for class with assignments and required class materials.

Level of Engagement in Class
- ☐ 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- ☐ 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- ☐ 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- ☐ 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

Listening Skills
- ☐ 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- ☐ 3-Listen when others talk, both in groups and in class.
- ☐ 2-Rarely listen when others talk, both in groups and in class.
- ☐ 0-Does not listen or interrupt when others talk, both in groups and in class

- ● *Content Specific, Standards-Aligned Practice edTPA Unit: 70% of final grade*
  - o Candidates, with the support of their cooperating teacher, will plan, instruct, assess and analyze a 3-5 day unit in the edTPA format. The edTPA handbooks and response templates will guide the design of this unit. The lesson plans must be submitted using the template contained in this syllabus (see Addendum 2).   Candidates must also provide evidence of the effective use of WIDA standards, suitable to instructional goals and to enhance teaching and learning. The completed assessment serves as the summative assessment for this sequence.
  - o The edTPA unit will be submitted in three parts:
    - o Planning Task:
    - o Instruction Task:
    - o Assessment Task:

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

- ● *Content Specific Assignments (Lesson in a Series I & II): 10% of final grade*
  - o These assignments are designed to deepen students' knowledge of middle grades and secondary curricula in the candidates' specific content area and learning activities development, and pedagogy.

Module Required Texts

Heineke, A.J., McTighe, J. (2008). *Using Understanding by Design in the Culturally and Linguistically Diverse Classroom*: Alexandria, VA: Association for Supervision and Curriculum Development.

Module Reference Books

- Previous texts from Sequence 6
- *Publication manual of the American Psychological Association* (6th ed.). (2017). Washington, D.C.: American Psychological Association.
- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications.* NY: Guilford Press
- Wiggins, G. & McTighe, J. (2004). *Understanding by design* professional development workbook: Alexandria, VA: Association for Supervision and Curriculum Development.

<u>Tentative Module Seminar Schedule</u>

Below is a tentative schedule for this module. This schedule is subject to change at the instructor's discretion based on scheduling issues and student needs. Please note that additional readings will be assigned throughout the course.

Week	Topic, Readings, Assignments Due
Week I 1/14	Topics: Introduction to EdTPA, Course Outline Reading: Nasir, N.S., Rosebery, A., Warren, B., & Lee. C.D. (2006). Learning as a cultural process. In R.K.Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 489-504).
Week 2 1/21	Martin Luther King Jr. Day--Class does not meet
Week 3 1/28	Topics: Task 1 overview, Academic Language, What goes in the Academic Language Box? Readings: UbD--33-65, 156-197 Due: Lessons in a Series I & II Flipped Classroom Introduction
Week 4 2/4	Topic: Working with Theory, Lesson Planning, Differentiation Due: Draft of Task 1
Week 5 2/11	Topic: Aligning Theory to Praxis, Overview of Task 2/Videotaping Skills Reading: UbD 201-238
Week 6 2/18	Topic: Assessment, Overview of Task 3 Due: Draft Task 2
Week 7 2/25	Topic: Formative vs. Summative Assessments, Teaching in a culturally diverse classroom
Week 8 3/4	Topic: Teaching Writing; Videotaping for Task 2 Due: Draft of Task 3

School of Education Policies and Information

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

Specifically grounded The Conceptual Framework: *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

<u>LiveText</u>
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. Candidates <u>MUST</u> use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments.
In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

Sakai
Candidates will be responsible for regularly accessing their Sakai accounts at http://sakai.luc.edu. Sakai will be used to post the syllabus, course documents, and other relevant information

Diversity

By focusing on individual, diverse students in urban classrooms, this seminar addresses multiple perspectives on diversity, including but not limited to the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

Technology

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

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

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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.

Syllabus Addendum Link

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

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines.* We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*

Addendum 1

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**Student Teaching Attendance
Record – Spring 2019**

Preparing people to lead extraordinary lives

Student _____ LUC # _____
Last   First   M.I.

School _____Cooperating Teacher_____

Please check the appropriate boxes:

☐ **Undergraduate**   ☐*Elementary*   ☐ **M.Ed**.   ☐*Elementary*
                      ☐*Secondary*   ☐*Secondary*
                      ☐*Special Education*   ☐*Special Education*
                      ☐*ECSE*

Please keep an accurate tally of your daily attendance. Both you and the cooperating teacher must sign this record at the end of each week. Please enter the times you attended your site on the appropriate lines. The undated line is for the cooperating teacher and student teacher's initials. This calendar is your proof of attendance during your Sequence 7 experience. It must be given to your University Coach at the final seminar.

SCHOOL:_____

Week	Dates	M	T	W	R	F	Total Hours	Co-teacher Signature
Sample	*10/12 - 10/16*	*8:00am-12:00pm*		*8:00am-12:00pm*	*8:00am-3:00pm*		15	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

CODES: FD   Attended full day   **Signatures:**
          A1   Absent All Day
          A ½   Absent ½ Day – State AM or PM   **Co- Teacher_____**
          T   State Time of Arrival

H   School Holiday   **LUC Candidate_____**

CODES: FD Attended full day
           A1   Absent All Day
           A ½ Absent ½ Day – State AM or PM
           T   State Time of Arrival
           H   School Holiday