

Teaching, Learning, and Leading with Schools and Communities

Sequence Five: Literacy and Data Use
School of Education
Loyola University
Chicago
Spring Semester 2020

TLSC 440: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 441: Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 442: Discipline-Specific Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

Instructor Information

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Module Information

Dates: January 14-April 21, 2020

Day: Tuesday

Time: 4:30pm-7:00pm

Location: St. Agnes of Bohemia School
2643 S. Central Park Ave., Chicago, IL

Sequence Five Overview

This sequence focuses on literacy and data-based decision making. Module 440 places candidates in a literacy block to acquire knowledge and skills in the assessing and teaching of basic language and literacy skills. Module 441 engages students in the use of data to measure objective mastery, measure student growth, and modify instruction. Module 442 involves candidates in a content area where they co-teach and teach personally designed lessons, utilizing sheltered strategies, informational texts and technology. They integrate and apply the assessment knowledge and skills learned in the previous module.

TLLSC Handbook:

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

Sequence 5 Participation Policy:

It is expected that teacher candidates in Sequence 5 schools will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend 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 cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to

support points. Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

Clinical Attendance and Professionalism Policy for Sequence 5:

Attendance in on-campus classrooms or at school site sessions is considered mandatory for all sessions. Classroom teachers and administrators plan for candidate involvement in their classrooms. Candidates are expected to arrive at the designated time and may not leave early. In the event of a special circumstance, this must be discussed in advance with the course instructor. Highest professional levels of presentation in communication, attitude and appearance are expected to be in line with what is required of school faculty. Jeans or casual clothing will not be permitted. Technology may not be used for personal purposes. Cell phones and any other personal devices are expected to be turned off and to be stored away (i.e., not on the candidate’s person) while in classrooms at the school site. In the event of an approved absence or

unexpected illness, candidates must contact their course instructor in the manner requested as soon as possible.

- Questions asked about assignments via email will be answered within 24 hours whenever possible on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.
- However, in the event of a personal emergency, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful.
- Candidates should not expect that assignments can be redone once graded or that extra credit will be given.

Managing Life Crisis and Finding Support

- Should a student encounter an unexpected crisis during the semester (i.e. securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc...), it is strongly encouraged that contact be made with the Office of the Dean of Students by submitting a CARE referral (www.luc.edu/csaa) for the student or a peer in need of support. If the student is uncomfortable doing so, the instructor can submit a referral on the student's behalf--just email or schedule a meeting with the instructor during office hours. To learn more about the Office of the Dean of Students, please find their website here: <https://luc.edu/dos/services/>
- **Accommodations:** Any student registered with SAC who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700

Grading Scale for Sequence Five:

Percent Range	Letter Grade
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
62% and Below	F

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.

Dispositions:

Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific disposition or dispositions for each module are listed on this syllabus under module in which they are emphasized and assessed. Please consult Live Text www.livetext.com for access to the complete set of rubrics and statements for each module. Candidates in all modules will be assessed on the dispositions of *Professionalism, Inquiry, and Social Justice*, in addition to specific dispositions listed under each module.

Sequence Five Summative Assessment:

The TLLSC Sequence Five summative assessment requires that teacher candidates develop professional presentations utilizing technology to showcase their work related to the development, implementation and analysis of a disciplinary literacy mini-unit in TLSC442. Candidates will share their digital presentations orally with their peers and instructor at the final class session. The instructor will assess the oral and visual presentation using a rubric that will be posted in Live Text. The grades from this summative assessment will be factored into the final grades for each of the three modules, where they will be worth 15% of each grade.

TLSC 440 (2 credit hours)
Language and Literacy for Diverse Students
Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 440 Module Description

This module focuses on the teaching of 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. In on-site school experiences, teacher candidates will work with core curriculum and the use of informal and formal assessments to determine student instructional needs and to target instructional interventions. Evidence-based instructional practices designed to address and adapt to the needs of culturally and linguistically diverse learners will be emphasized. Teacher candidates will work to select high quality print, non- print, and technological resources for teaching literacy skills for use in the lessons that they prepare and teach. All experiences will be integrated within the Multi-Tier System of Support Framework.

- This module focuses on literacy (i.e. reading, writing, speaking, listening) with the broad lens of all students in a given grade level range and an emphasis on the connection between language and literacy for culturally and linguistically diverse students. Since language (i.e., listening and speaking) and literacy (i.e., reading and writing) are inherently connected through receptive (i.e., listening and reading) and productive (i.e., speaking and writing) domains, using instructional strategies for both language and literacy here will better prepare teachers for classroom contexts with language learners. Part of two modules
 - focused on methodology for culturally and linguistically diverse students, this module focuses on language and literacy instruction and assessment in English language arts.
 - Beginning in this module, candidates will be expected to consider the role of academic language in their instruction and plan specifically to support the development of academic language for all students in the classroom.
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Module Goals

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:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)
- Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, fluency, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research. (6C)
- Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Design and deliver lessons that plan for and support language simultaneous to content, including use of language objectives, comprehensible input, and meaningful interaction. (1J, 2Q, 3D) (IB)
- Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (6C) (IB)
- Implement culturally responsive practices that support the unique learning needs of all students. (4L) (IB)
- Develop, implement, evaluate, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening /speaking, and in areas of history/social studies, science/technical subjects)
- Model the integration of reading, writing, and oral communication skills to effectively engage students in content learning across the PK – 12 grades including safe, ethical and legal use of technology. (6E, 6N, 6Q, 9S, 9T)
- Develop literacy instruction and assessment that reflect an understanding

- of developmental, cultural, and linguistic diversity. (6H, 6K, 7R) (IB)
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (6G, 6J) (IB)

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 (Rubrics on Live Text)

The teacher candidate commits to appropriate professional and interpersonal behaviors by...

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 EVALUATION COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 440 is primarily to support candidates in:

- Learning to apply course material
 - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
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MODULE ASSIGNMENTS
(Descriptions and rubrics posted on Sakai)

- Literacy Journal Article Review (5%)
- Classroom Literacy Audit (15 %)
- Conduct and analyze an individual reading assessment (10 %)
- Design and teach two lessons targeting the needs of the student(s) assessed (20% each)
- Attendance and Participation (15%)
- Summative Assessment: Visual and oral presentation (15%)

MODULE TEXTS

- Buehl, D. (2014). *Classroom Strategies for Interactive Learning* (4th ed.). Newark, DE: International Reading Association. **also used in TLSC330
- Tompkins, *Literacy for the 21st Century: A Balanced Approach* (**Used in CIEP359)

Module Readings (Articles linked on Sakai)

**Additional readings that will be helpful to candidates will be posted on Sakai.*

TLSC 441: (2 credit hours)
Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 441 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 display the results of a pretest/posttest analysis and use the data display to suggest instructional modifications. Candidates will analyze school-wide and classroom data and discuss how those data influence class and individual student interventions.

- In this module, candidates learn about the design of traditional and alternative assessments, as well as the various issues regarding assessment design and implementation that can lead to invalid and unreliable data for diverse students. Candidates then learn specifically about how to utilize data to determine student achievement and guide instruction for bilingual students and ELLs, candidates learn to select assessments that test content outlined in objectives, rather than test language proficiency or mainstream cultural norms; teachers will analyze and modify tests and tasks for cultural and linguistic bias and language level/load.

Module Goals

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:

- Explain the benefits for students, schools and communities of effective internal (e.g. teacher-teacher, teacher-support personnel, teacher-administrator) collaborative relationships. (3F, 8E, 8F) (IB)
- Define and identify research-based diagnostic, formative and summative assessment strategies that are appropriate for student needs. (7F) (IB)
- Explain when and how to adapt or modify instruction based on traditional and alternative classroom assessments' outcome data, as well as student needs, goals, and responses. (3D, 5H, 7G) (IB)
- Describe the types and purposes of authentic assessments used to engage students in real academic and linguistic practices. (IB)

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.
- Share collaboratively the use of data to design and implement effective school interventions that benefit all students. (8C) (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. (1C, 1L) (IB)
- Describe how to conduct and interpret appropriate assessments. (7A, 7G)
- Use pre- and post- data in the form of traditional or alternative forms of classroom assessment to determine the mastery of objectives.
- Use pre, post and ongoing assessment data to calculate student and class growth. (1H)
- Analyze and use student information and data to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- Use various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each student. (5H, 5P) (IB)
- Use all forms of data to plan for differentiated instruction to allow for variations in individual learning needs. (3J) (IB)
- Make data-driven decisions using traditional and alternative classroom assessment results to adjust practices to meet the needs of each student. (5J, 5P, 7G) (IB)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (1J, 2E) (IB)
- Use effective co-planning and co-teaching techniques to deliver instruction to all students. (3Q, 5Q, 8N) (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, 2E, 2M, 3Q, 5M) (IB)

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

The teacher candidate commits to appropriate professional and interpersonal behaviors by...

- **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 EVALUATION COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 441 is primarily to support candidates in:

- Learning to apply course material
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

MODULE ASSIGNMENTS

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

- Data Analysis and RtI Assignment (10%)
- Rubric Analysis (10%)
- Pre and Post Assessment design– Design and implement pre and post assessments for content-based instruction in order to determine individual and class background knowledge and skills (25%)

- Analyze pre assessment for content-based instruction in order to determine individual and class background knowledge and skills (25%)
- Attendance and Participation (15%)
- Summative Assessment: Visual and oral presentation (15%)

MODULE TEXTS

Tomlinson, C. & Moon, T. R. (2013) *Assessment and Student Success in a Differentiated Classroom*. Alexandria, VA: ASCD.

Module Readings (Articles linked on Sakai)

- Additional readings that will be helpful to candidates will be posted on Sakai.

TLSC 442 (2 credit hours)
Discipline-Specific Literacy for Diverse Students:
Teaching and Assessing Culturally and Linguistically Diverse
Students

TLSC 442 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 and teach 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.

- In this module, candidates support students' language and literacy development in content area instruction through *sheltered instruction* to support and target language development simultaneous to teaching content. Operationalized in the Sheltered Instruction Observation Protocol (SIOP), strategies include: writing content and language objectives, accessing prior knowledge, pre-teaching academic vocabulary, maximizing opportunities for interaction, allowing for ample wait time and native language support, teaching cognitive and metacognitive strategies, using visuals, graphic organizers and technology, and reviewing and assessing both content and language. Part of two modules focused on methodology for culturally and linguistically diverse students, this module focuses on discipline-specific literacy instruction and assessment in the content areas.

Module Goals

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:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (3E, 5C) (IB)
- Describe the relationship between research and the use of various types of assessment data to guide instructional planning, delivery, and adaptation. (3G)
- Identify the content standards and scope and sequence of the subject area of their certified content areas. (2B)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Identify literary and informational text structures as well as literacy devices and rhetorical features.
- Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (6C) (IB)
- Recognize the qualitative, quantitative, and individual factors in a text that affect text complexity including how to estimate text readability. (6G)
- Implement appropriate evidence-based strategies to maximize learning for all students including co-planning and co-teaching. (3N, 5I, 5L, 5M, 5Q, 5S, 8N) (IB)
- Use technology to accomplish differentiated and universally designed instruction to enhance students' ongoing growth and development. (3N, 5N, 5O) (IB)
- Use assessment results to determine students' performance levels, identify learning targets, select research-based instructional strategies, and implement instruction to achieve learning outcomes. (3M, 5P, 6J)
- Use pre and post data in the form of traditional or alternative forms of classroom assessment to determine the mastery of objectives.
- Use pre, post and ongoing assessment data to calculate student and class growth. (1H)
- 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 various types of student data to adapt the curriculum and implement instructional strategies and materials to meet the needs of each learner. (5H, 5P) (IB)
- Use students' prior knowledge and experience to introduce new subject-area related content. (1I, 2G, 3K) (IB)
- Differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. (1B, 1H, 1J, 2E, 2M, 3J, 3O, 3Q, 5M) (IB)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (1H, 2E) (IB)
- Develop, implement, evaluate, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening /speaking, and in areas of history/social studies, science/technical subjects).
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (6G, 6J) (IB)
- Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (6P, 6S)
- Prepare students to plan for, participate in, and respond to a range of conversations and collaborative discussions. (6S) (IB)

- Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, camera, interactive web sites, blogs, online research. (2F, 2L, 2O, 5N, 5O, 9S, 9T)
- Evaluate, select, and integrate a variety of research-based strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (3Q, 5I, 9A) (IB)

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

The teacher candidate commits to appropriate professional and interpersonal behaviors by...

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 EVALUATION COURSE EVALUATION OBJECTIVES

Course evaluations for this course module will be completed online. The goals of TLSC 442 is primarily to support candidates in:

- Learning to apply course materials

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
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MODULE ASSIGNMENTS

- Develop and teach three content area lessons incorporating WIDA standards, language objectives, and use of technology utilizing SIOP resources. Identify and analyze text resources with respect to reading level, language support, text complexity and content. Reflect on student learning outcomes related to content area knowledge and skills and language development and proficiency. Use of school based technology is required for at least one lesson. (20% for each lesson plan) **Submit final lesson with mini unit to Livetext**
- Analysis of impact: pre and post assessment data, descriptions/reflections of lessons, examples of student work and comments, suggestions, revisions next steps (15 %) (Live text).
- Attendance and Participation (10%)
- Summative Assessment: Visual and oral presentation (15%)

MODULE TEXTS

- Buehl, D. (2104). *Classroom Strategies for Interactive Learning* (4th ed.). Newark, DE: International Reading Association.

Module Readings (articles linked through Sakai)

- Additional readings that will be helpful to candidates will be posted on Sakai

SEQUENCE FIVE CALENDAR

The following calendar should be considered tentative prior to the beginning of each of the modules. Additional resources and support materials will be posted in Sakai and will be found in the resources section. All rubrics will be posted on Sakai. **Bring Textbooks or electronic textbooks to class sessions.**

Session	Topic (This is a tentative list of topics that may be adjusted at the instructor's discretion)	Assigned reading(s)	Assignment Due
Jan. 14 440	* Course overview/introductions * Review of lesson planning * Teacher instructional language	Tompkins, Ch. 1 & 2	Choose literacy journal article by class on Jan. 21
Jan. 21 440	* Deconstructing the ELA CCSS * Code-based literacy components * Introduction of the literacy observation and reflection	Tompkins, Ch. 4-6	*Literacy journal article review due January 25 at 11:55pm to Sakai
Jan. 28 440	*Meaning-based literacy components *Academic language	Tompkins, Ch. 8 & 9	*Lesson plan #1 (draft) due January 29 at 11:55pm
Feb. 4 440	* High-impact, culturally responsive instructional practices * Selecting and evaluating instructional materials	Tompkins, Ch. 7, 10	*Literacy observation and reflection due Feb. 5 at 11:55pm *Lesson plan #1 (revised) due Feb. 8 at 11:55pm
Feb. 11 440	* Increasing engagement, motivation and equity through text selection * The symbiotic relationship between reading and writing	Tompkins, Ch. 3 Tomlinson & Moon, Ch. 2 & 3	*Lesson plan #2 due Feb.17 at 11:55pm
Feb. 18 441	Purposeful assessment practices -Formative and summative assessment -Developing and evaluating rubrics	Tomlinson & Moon, Ch. 4 & 5	*Individual reading assessment analysis due Feb. 20 at 11:55pm *Rubric analysis due Feb. 25 (in class)
Feb. 25 441	Data analysis -Displaying raw data in a meaningful way -Analyzing data to determine individual, small group and whole class trends -Planning in response to data	Tomlinson & Moon, Ch. 6	*Sample data analysis due March 1 at 11:55pm on Sakai
March 3	Developing valid and reliable		*Pre-assessment/post-

441	assessments		assessment design due March 8 at 11:55pm
March 10 441	Analyzing student work		*Pre-assessment data analysis due March 15 at 11:55pm
March 17 441	Developing meaningful literacy, content and language objectives	Tompkins, Ch. 11; Buehl, Ch. 1	*Draft of mini-unit lesson plan objectives due March 22 at 11:55pm
March 24 442	Literacy in an on-line environment	Tomlinson & Moon, Ch. 7	
March 31 442	Differentiating instruction and assessment to ensure equitable access to learning opportunities	Tompkins, Ch. 12; Buehl, Ch. 2-3	
April 7 442	Literacy across the content areas -CCSS across disciplines -Content area reading vs. disciplinary literacy	Buehl, Ch. 4	*Plan to administer your mini-unit post-assessment no later than Wednesday, April 8. * Mini-unit lesson plans with reflections due Sunday, April 12 at 11:55pm
April 14	No class- Spring break		*Post-assessment data-analysis due Wednesday, April 15 at 11:55pm
April 21 442	Looking back to move ahead		*Summative presentations due in class on April 21

*****Syllabus is subject to change. All changes will be posted on Sakai and teacher candidates will be notified in class.***

Loyola University Chicago
School of Education
Syllabus Addendum: Fall 2019

Smart Evaluation

Towards the end of the course, 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.

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***.