



LOYOLA
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Preparing people to lead extraordinary lives

**ASSESSMENT OF CULTURALLY & LINGUISTICALLY DIVERSE POPULATIONS
CIEP 526 – SPRING 2021**

Instructor Information

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Office hours: by appointment

Campus office: WTC, LT 1154

Course Information

Modality: Online; mostly asynchronous (2 synchronous meetings, noted on course schedule)

Location: [Sakai](#) (asynchronous activities); [Zoom](#) (synchronous meetings)

School of Education Commitment Regarding COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Resources for Spring 2021

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Course Description

Assessment is the systematic process of gathering information in order to make efficient decisions about the wellbeing and education of students. Current social, linguistic, health, and academic inequities affecting multilingual children and families in the U.S. require special attention in assessment practice. Building on students' existing knowledge of and applied experience with academic, social-emotional, and behavioral assessment, this advanced course will a) explore the ecological contexts of multilingual children and families using an intersectional and social determinants of health framework, b) present a coherent framework for validity and evaluating validity evidence, c) discuss "typical" and "atypical" processes of dual language development, d) expand students' toolkits in the areas of language, developmental, social-emotional, behavioral, and academic assessment (including interviews, clinical observations, standardized assessments, curriculum-based and dynamic assessment, and other assessment procedures), and e) engage students in a critical analysis of existing assessment practices and planning for how to advance their own praxis with multilingual students, as well as practices and policies at the school, district, and state level. Throughout the course, we will consider how measurement and assessment are issues of social justice. By the end of this course, students will have advanced competence and leadership to engage in culturally and linguistically responsive assessment practices that promote equity for the heterogeneous population of multilingual children and families.

Learning Outcomes

By the end of this course, students will be able to:

- Reflect on their beliefs and values that influence interactions with multilingual children, families, and communities
- Analyze the measure development practices and validity evidence of common assessment instruments to evaluate the appropriateness of their use with multilingual children
- Interpret and integrate data from multiple languages, sources, and settings to inform decision-making about multilingual children's developmental, language, social-emotional/behavioral, and academic needs
- Develop a toolkit for culturally and linguistically responsive assessment practice
- Identify ways in which existing assessment practices at the personal, school, district, and state level can be modified to promote validity, equity, and justice for multilingual children and families

School of Education Vision

The School of Education (SOE) 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 SOE 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.

Conceptual Framework and Conceptual Framework Standards

The SOE at Loyola University Chicago has adopted and embraced the conceptual framework of a mission of social justice and a responsibility of social action through education. This means that the SOE prepares its students to be critical thinkers, that are competent in the exercise of professional skills, show a commitment to respecting diversity, embrace social justice, and recognize that education is a life-long process. The SOE embeds social justice principles throughout course work, research, and service-oriented activities, with the goal of social justice education “full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell et al., 2013, p. 3). The SOE works to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

Throughout this course, we will use the conceptual framework of *Social Action through Education* to guide our learning and work. We will learn about collaborating with children, parents, community members, and other professionals and engaging in assessment practices that promote the mental health and academic success of multilingual children in school settings and consider how assessment may hinder or foster equity and justice. We will seek to imbue our own practice with anti-racism and the goal of intersectional justice, which will necessarily involve self-reflection about our own positionality, values, personal experiences, foci, and blind spots. This course will ask students to cultivate their leadership as agents of change and promoters of equity, envisioning and *acting on* more just approaches to assessment for multilingual children. This work will entail engagement with the following tenants of teaching/learning anti-racism (Derman-Sparks & Brunson-Phillips, 1997): a) developing deeper self-knowledge about one’s racial and cultural identity and how racism has shaped this identity, b) acquiring a new information base about the role that race and racism play in various educational policies and practices, c) de-centering one’s self and extending empathy to increase one’s knowledge base about racially and culturally diverse groups, and d) becoming activists to develop skills and competence to combat racial inequities in work, school, and community settings.

In concert with the conceptual framework for the SOE, students, faculty, the learning environment, and academic activities will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. Respect for diversity and competence in multicultural and multilingual assessment are central course values and goals. Assignments for this course will demonstrate your ability to meet Conceptual Framework Standard #2 — applying culturally responsive practices that engage diverse communities. Please note that students whose behaviors are not sensitive to and inclusive of diversity will be provided feedback and, depending on the behavior, may receive a disposition warning (see more information about dispositions below).

Dispositions

In this course you will be assessed on the student dispositions of: *Professionalism, Inquiry, and Social Justice*. These dispositions are evaluated to ensure that students are making adequate progress, not only in their academic performance, but also in their development as a professional school psychologist. Detailed information about the dispositions and a rubric for evaluating student dispositions can be found in the Student Handbook and on your LiveText page. A description of how we use disposition data in the SOE is included in the [SOE Syllabus Addendum](#).

Primary NASP Domains of Practice Covered in This Course

<i>Domain</i>	<i>Description</i>
Domain 1: Data-Based Decision Making	School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
Domain 2: Consultation and Collaboration	School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
Domain 5: School-Wide Practices to Promote Learning	School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
Domain 7: Family, School, and Community Collaboration	School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.
Domain 8: Equitable Practices for Diverse Student Populations	School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
Domain 9: Research and Evidence-Based Practice	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Primary APA Competencies Covered in This Course

Competency	Definition
I.1 Professional Values and Attitudes	As evidenced in behavior and comporment that reflect the values and attitudes of psychology.
I.2 Individual and Cultural Diversity	Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
I.3 Ethical Legal Standards and Policy	Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
I.4 Reflective Practice / Self-Assessment / Self-Care	Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.
II.5 Relationships	Relate effectively and meaningfully with individuals, groups, and/or communities.
III.6 Scientific Knowledge and Methods	Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
IV.9 Assessment	Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
VI.14 Interdisciplinary Systems	Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
VI.16 Advocacy	Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

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. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once you 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 to best shape the curriculum.

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 assessments. You can access more information on LiveText [here](#).

Expectations for Online Instruction

As a program, we aim to create a rich and robust learning community for students. We encourage you to connect virtually with your cohort mates, classmates, and instructors, to develop relationships with one another, and to support each other through your graduate experiences and these unprecedented and particularly challenging times. We also still expect and require professional, ethical behavior (in accordance with the [National Association of School Psychologists Principles for Professional Ethics](#) and the [American Psychological Association Ethical Principles of Psychology and Code of Conduct](#)), including *thoughtful engagement, proactive problem-solving behaviors, and supportive and inclusive communication* in the online environment.

The online instruction has been designed to facilitate engagement with the course material/supervision activities and foster a collegial environment. I understand that you may have individualized learning needs, so please reach out to me to discuss any accommodations you might need to maximize your learning. I may discuss changes to instruction/course material to better support your learning.

Guidelines for our synchronous class meetings: If you are attending class from a noisy environment, your microphone should remain muted while not verbally participating to minimize background noise; however, being muted should not deter your engagement with class activities or verbal participation. You are encouraged but not required to display your video during synchronous classes. As with in-person instruction and our program-wide expectations of professional behavior, you should not engage in unrelated activities on your computer (i.e., email, social media, messaging) during class. If you have an emergency and need to step away from your computer during class, I understand and ask that you notify me as soon as you are able.

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.

Instructor Responsibilities

Course content. I strive to provide thoughtfully-designed course material as a starting point for achieving the course objectives and fostering our collective engagement around development and assessment of multilingual children and families. Course modules will involve a variety of activities, including readings, videos, discussions, applied activities, lectures, and other interactive tasks.

Communication and email. I will make you aware of any updates or changes to the syllabus/assignments as promptly as possible. Email is the best way to reach me; you can expect me to respond to emails within about 24 hours Monday–Friday, but I may not respond until the next business day to emails sent on weekends (starting at 5:00 pm on Friday) or during University breaks/holidays.

Student Responsibilities

Attendance and participation. My teaching philosophy is grounded in the idea of co-construction of knowledge, which means that I expect each of you to be a partner in both learning and teaching. In order to be an active partner, you need to: complete all readings, assignments, and asynchronous activities by the deadlines listed on Sakai, contribute your knowledge/experiences in asynchronous activities and during synchronous class meetings, and reach out to me if you have any questions or concerns along the way.

Communication and email. Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola email account, you are responsible for making sure that your account is in good working order. Also, you are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account.

Respectful discourse. We'll discuss more as a group what kind of learning environment we want to create and what norms we will uphold to ensure a safe, supportive learning environment, but I expect us to at least observe the following guidelines for respectful discourse:

- Treat one another with respect and compassion. Assuming other people are doing their best with the resources and knowledge they currently have is usually a good starting point. This does not mean that we cannot offer criticism, provide feedback, or have difficult conversations—we certainly can and should. But it may help us remain open to learn about one another's perspectives if we start from a place of humility and curiosity about others' experiences, rather than presuming to know.
- Consider any personal information shared by other students confidential. That is, do not share it or discuss it outside of class.
- Examine and question your worldviews, beliefs, attitudes. Explore why you hold them.
- Remember that learning often involves being challenged or presented with conflicting information from what you knew previously—remain open to the discomfort that often comes along with this. (This point is particularly relevant to individuals from White, cisgender, and/or middle/upper class individuals without current/prior disabilities who may not be used to having their experiences, values, perspectives, or narratives challenged.)
- Use inclusive and person-first language in all communication (in class, in writing, emails, etc.). Inclusive language involves showing respect for all people by using descriptive phrases rather than labeling groups and utilizing the language that individuals themselves choose to use. Some important components of this (see Chapter 5 of the APA Publication Manual, 7th Ed. for more):
 - (a) use the *pronouns that an individual has shared with you* when referring to them in the third person (e.g., "Jen said they have trouble understanding the teacher.")
 - (b) default to using "they/them" pronouns when you are unsure of an individual's pronouns or are making a gender-neutral statement (e.g., "a researcher's h-index depends on how many times *they* have been cited"),
 - (c) avoid outdated terminology (e.g., "mental retardation," "minorities" to refer to people of color, who are often demographically the majority in many communities, "Caucasian," which has its roots in scientific racism)
 - (d) describe people as people first, before their group identity or prescribed classification (e.g., "students with disabilities" rather than "disabled students," "a child with autism" rather than "an autistic child," "a person with schizophrenia" rather than "a schizophrenic")
 - (e) use the identifying language that an individual/community prefers (e.g., some folks in the deaf community prefer to be referred to as a "deaf person" rather than "a person who is deaf")
 - (f) avoid broad and stigmatizing labels and instead use descriptive phrases that convey empathy and the transience of our circumstances ("people living in poverty" rather than "the poor")
- Develop an awareness of your own discussion style: Do you lead? Follow? Do you feel cut out of the conversation? Do you like to play devil's advocate? Push yourself to develop new ways of interacting in a discussion. If you have taken up lots of space in a dialogue and notice a peer/group has not had a chance to speak but has been trying, try to make space/ask if they want to share.
- In line with NASP's ethical guidelines, if you have a problem with a peer, please try to speak directly and respectfully about the issue to the person you have the problem with first (rather than speaking about it with other classmates outside of class or coming to me). If you encounter problems with peers or with the course that you feel you cannot resolve yourself, please contact me, and I will do my best to help.

Deadlines and late assignments. As this is an asynchronous class, readings and activities may be completed at the student's own pace, although in order to provide structure for completing the course and enable the instructor to give feedback, course activities, weekly reflections, and most assignments (with the exception of the final assignments) are due by 11:59 pm on Thursdays each week. The deadline for the final assignments is listed on the course schedule. Please contact me prior to deadlines in order to be eligible for an extension—extensions are certainly possible if needed. If you have a significant medical problem or emergency situation, please contact me as soon as possible to discuss any needed adjustments. All extensions/make-ups are at my discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

Grade appeals/disputes. Grades will be posted on Sakai. Please contact me within 7 days of a grade being posted to discuss any questions or concerns you have about a specific grade. To appeal a grade, send me the assignment, along with a coherent written argument for why you feel your grade should be changed. Final grades are not debatable, so please reach out before the end of the semester.

Academic Honesty

All work submitted for this class must represent your original work for this section of this course. Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. See the SOE's [policy on academic integrity](#) and additional [academic policies and procedures](#) if you have questions about what constitutes academic dishonesty and potential sanctions.

Diversity, Inclusion, Accessibility, and Equity

I strive to create an inclusive learning environment that supports, affirms, and celebrates our diverse backgrounds as people, learners, and teachers. I aim to facilitate this course in a way that makes the content meaningful for all students and allows all students to engage with learning. In line with the basic guidelines for respectful discourse discussed above, I will actively monitor issues of equity in our learning process, and I ask that you do the same. If you have a concern related to equity issues, I ask that you raise it with me.

I have designed this course utilizing a Universal Design for Learning framework, which values academic diversity and assumes that different students will need different supports to learn. Using this framework, I design my instruction with varied modalities and strategies and seek to provide opportunities to practice new skills and demonstrate knowledge in various formats. Some students may need additional supports to fully access course material. Students with disabilities that anticipate needing accommodations and who have not yet established services should register with the [Student Accessibility Center \(773.508.3700\)](#) as soon as possible. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. I also encourage you to meet with me individually in order to discuss your accommodations. All information regarding disabilities is confidential.

Title IX Reporting

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and Loyola University Chicago policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed

on the basis of sex can seek support, including counseling and academic support, from the University. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources [here](#). As an employee of Loyola University Chicago, I am a mandated reporter for Title IX and am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [The Wellness Center](#) is available if you wish discuss any concerns confidentially and privately.

Child Abuse and/or Neglect Reporting

As a researcher and mental health clinician who works with children, I am a mandated reporter of suspected child abuse and/or neglect. Child maltreatment is very common, and it is possible that you or someone you know has experienced abuse. Please be aware that if you share details about an ongoing or past case of abuse/neglect of an identifiable minor (whether in a class discussion, in a conversation during office hours, or over email), I am required to make a report to appropriate authorities—whether or not you want the information reported. Please be mindful of this, and feel free to contact me with any questions or concerns. (Each of you are also mandated reporters, so I’m sure this is familiar!)

Student Support Resources

Experiencing distress or needing mental health support? Please do not hesitate to seek support—whether by reaching out to family, friends, mentors/advisors, religious/spiritual supports, mental health professionals, and/or me. [You matter, and we need you here](#). If it feels hard or embarrassing to ask for help or look for support, there are lots of ways to get relief without anyone knowing:

<p>The Wellness Center (Loyola University Chicago’s integrated health care center)</p> <p>Available M-F 8:00am–4:30pm</p>	<p>Medical: Book a phone consultation online or call 773.508.8883</p> <p>Mental Health: Schedule phone triage appointment online or call 773.508.2530</p>
<p>National Suicide Prevention Lifeline (crisis support for suicidal thoughts)</p> <p>Available 24/7</p>	<p>1.800.273.8255 (English) 1.888.628.9454 (español) 1.800.799.4889 (TTY for deaf/hard of hearing folks)</p>
<p>The Trevor Project (crisis support for LGBTQQIA+ folks under age 25)</p> <p>Available 24/7</p>	<p>Call 1.866.488.7386 Text “START” to 678678</p>
<p>Trans Lifeline (support line staffed by trans people, for trans people)</p> <p>Available 9:00 am–3:00 am</p>	<p>1.877.565.8860 (English, español)</p>

Experiencing an unexpected crisis that is interfering with your ability to engage with your coursework, practicum, research, teaching, etc. (e.g., difficulty securing food or housing, addressing mental health concerns, managing a financial crisis, dealing with a family emergency)? 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 through the [Center for Student Access and Assistance](#). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. Submit a referral [here](#).

Having a concern about misconduct or a violation of University policy? The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third-party internet & telephone hotline

provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report [online](#) or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

Needing help with technology or obtaining access to library materials? Please contact the ITS HelpDesk with any technology-related problems by emailing helpdesk@luc.edu or calling 773.508.4487. Please see more info [here](#) on Library Subject Specialists who can help you find content-specific materials through the library or other resources.

Wanting help to improve your writing? If you want extra support in writing (which everyone can benefit from!), I encourage you to contact the [Writing Center](#).

Having trouble with course activities/content? If you are having difficulty in this course or need assistance, please contact me. Emailing or setting up an appointment is the best way to get support on specific course topics, discuss feedback, or problem-solve any challenges.

Required Materials

- Access to wifi, a reliable computer with a webcam, email, Sakai, Zoom
- No textbook – all required readings will be available on Sakai
- *Note: Please contact me as soon as possible if you anticipate difficulty obtaining access to the required materials.*

Assignments

Weekly reflections (10 points x 10 weeks = 100 points)

After completing the asynchronous activities for the week, students will respond to reflection questions about the course material and how it relates to their own experiences personally and professionally. These reflections should be used as an opportunity to process course content and raise questions, concerns, challenges, or new ideas, and will also document your development over the semester. Each reflection should be about 2-3 paragraphs (i.e., no more than 1 double-spaced page). There will be a link on Sakai to submit reflections; they will be kept confidential and read only by the instructor.

Discussion participation (10 points x 2 synchronous meetings = 20 points)

Students are expected to attend and participate in our 2 synchronous class meetings. If you anticipate any difficulty attending either meeting, please notify the instructor as soon as possible.

Checklist of considerations for culturally and linguistically responsive communication of assessments to multilingual parents (50 points)

Students will create a checklist or guide for all the considerations that school-based professionals should take into account to communicate assessment results to multilingual parents in a culturally and linguistically responsive manner. This checklist/guide should include, at a minimum, considerations related to pre-assessment; scheduling; translation/interpretation; facilitation of an IEP meeting, MTSS meeting, or other type of parent meeting; explanation of assessment instruments and results; solicitation of feedback; and follow-up. A rubric for this assignment is posted on Sakai.

Critical review of validity of a specific assessment for use with multilingual students (130 points)

Using the framework for the five types of validity evidence from *The Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014), students will critically review the validity evidence for one assessment instrument they use (or have seen used) in practice with multilingual students. If students are unable to gain access to a test kit to complete this assignment, they may use an assessment

technical manual provided by the instructor. Students may choose to do this assignment with a partner or individually. If working with a partner, both students should submit the project on Sakai and both names should be on the submission document. A rubric for this assignment is posted on Sakai.

Leadership project (150 points) & video presentation (50 points)

In an effort to advance justice for multilingual students and families, students will complete a leadership project from one of the following options or propose their own idea. The goal is for you to be able to utilize the product(s) that you create in this project in systems-level consultation/intervention at your school or district to advocate for centering and addressing the needs of multilingual children and families, so as a leader, please reflect on and decide what would be best for your professional practice and the needs of your community.

- 1) Develop a proposal for improving assessment practices to support multilingual students in your school/district. The student would a) review current assessment practices at the school/district in the following domains: family–school partnership, personnel/staffing, language assessment, academic assessment, social-emotional assessment, assessment within MTSS, data disaggregation and data-based decision-making, b) evaluate strengths and inequities/injustices/needs/areas for growth, and c) propose a realistic plan for how to improve in each domain above. The format and ideas in this proposal are at the student’s discretion, based on their experiences in their unique setting. The brief presentation of the project (recorded on video and submitted on Sakai) will involve the student presenting their proposal as they would to a school-based team or administrators, in order to practice/rehearse how they would engage others with the proposed ideas and systems-level change. A rubric for this option is posted on Sakai.
- 2) Create a webinar or professional development session related to equitable and justice-driven assessment practice with multilingual children for your school psychology/teacher colleagues. Describe the intended audience and scope (e.g., school psychs at a certain district vs. special ed teachers nationally). The format and content of this webinar or session are at the student’s discretion. The brief presentation of the project (recorded on video and submitted on Sakai) will involve providing an overview of the webinar/PD content and a justification for why your intended audience should attend/receive this PD, as you would provide to a school-based team, administrators, or professional organization leaders who are deciding what PD to offer. A rubric for this option is posted on Sakai.
- 3) Propose your own leadership project. If you select this option, you will need to meet with the instructor by the end of Week 9 to discuss your proposed idea. As part of proposing your own idea, you will need to discuss the purpose/content of your project and brief presentation, as well as the grading criteria/rubric that should be used for evaluating your project.

Grading Criteria

There will be a total of 500 points possible in this course:

Weekly reflections (10 points x 10 reflections)	100
Discussion participation (10 points x 2 synchronous meetings)	20
Checklist of considerations for CLR communication about assessment	50
Critical review of validity evidence for assessment	130
Leadership project	150
Video presentation of leadership project	50
TOTAL	500

Grades are assigned using the following 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-
<60%	F

Statement of Intent

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document (also see the [SOE Syllabus Addendum](#) for other school-wide policies that apply to all courses). Students will be consulted should there be a change to the syllabus.

Course Schedule

Module	Week	Date	Topic	Activities/Assignments	
Understanding key contexts for multilingual populations and assessment	1	01/21	Multilingual children & families in the U.S.	Readings/activities on Sakai Weekly reflection	
	2	01/28	Historical and current context of the education and assessment of immigrant and multilingual children	Readings/activities on Sakai Weekly reflection	
	3	02/04	Legal and ethical foundations of assessment, validity, & intersectional justice	Readings/activities on Sakai Weekly reflection	
	4	LUC Spring Break 1 (02/10-02/14)			
	5	02/18	"Typical" and "atypical" dual language development & language assessment	Readings/activities on Sakai Weekly reflection Checklist of considerations for CLR communication about assessment	
	6	Synchronous class meeting via Zoom on 02/22 6:00-8:00 pm Central Time			
Expanding your culturally and linguistically responsive assessment toolkit	7	03/04	Language assessment	Readings/activities on Sakai Weekly reflection	
	8	03/11	Developmental/social-emotional/behavioral assessment	Readings/activities on Sakai Weekly reflection	
	9	03/18	Academic assessment	Readings/activities on Sakai Weekly reflection	
	10	03/25	Data-based decision-making with multilingual children and families	Readings/activities on Sakai Weekly reflection Critical review of validity evidence for assessment	
	11	LUC Easter Break (04/01-04/05)			
	12	Synchronous class meeting via Zoom on 04/07 6:00-8:00 pm Central Time			
Critiquing the status quo and advancing justice for multilingual children	13	04/15	Critical analysis of existing practices and policies	Readings/activities on Sakai Weekly reflection	
	14	04/22	Bilingual systems-level consultation	Readings/activities on Sakai Weekly reflection	
	15	04/29	Advancing practice with multilingual children and families	Readings/activities on Sakai	
	Finals	Leadership project & video presentation due by 11:59 pm Central Time on 05/04			