



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

ASSESSMENT OF CULTURALLY & LINGUISTICALLY DIVERSE POPULATIONS CIEP 526-001 – SPRING 2022

Instructor Information

Instructor: Victoria Grandziel, Ed.D., NCSP

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Office hours: by appointment

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 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page. The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in [on-campus surveillance testing](#)—even if fully vaccinated and boosted.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

***Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.

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 and Objectives

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

- Gain a basic understanding of the subject
- Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learn to apply course material (to improve thinking, problem solving, and decisions)
- Learn to apply knowledge and skills to benefit others or serve the public good
- 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. A description of how we use disposition data in the SOE is included in the [SOE Syllabus Addendum](#).

Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

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

Primary NASP Domains of Practice Covered in This Course

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 5: School-Wide Practices to Promote Learning
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice

Primary APA Competencies Covered in This Course

- I.1 Professional Values and Attitudes
- I.2 Individual and Cultural Diversity
- I.3 Ethical Legal Standards and Policy
- I.4 Reflective Practice/Self-Assessment/Self-Care
- II.5 Relationships
- III.6 Scientific Knowledge and Methods
- IV.9 Assessment
- VI.14 Interdisciplinary Systems
- VI.16 Advocacy

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.

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.

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

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.

Communication

I will make you aware of any updates or changes to the syllabus/assignments as promptly as possible. Email and Sakai will be the primary methods of communication with students enrolled in this course. Students should expect a response from the instructor to any communication within 24- 48 hours. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students 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. Emails will only be sent to Loyola email accounts.

Language and Identity

Our use of language as school psychologists can serve as a tool for creating an inclusive community. Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child with an Autism Spectrum Disorder, instead of “Autistic kid.” In terms of race, we may say student of color. Further, we will practice using the pronouns “they” and “them” to represent individuals who are gender non-binary. Note that some in the disabled community prefer that you use their identity first in describing them. For instance, someone who is Deaf may prefer that you refer to them as a Deaf woman, man, or person. See chapter 5 of the Publication Manual of the American Psychological Association, 7th edition for further clarification or the National Inclusion Project for great resources.

Diversity

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

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 4 pm on Fridays of 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.

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)</p> <p>1.888.628.9454 (español)</p> <p>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</p> <p>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.*

Students with Special Needs

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center (SAC) to ensure your needs are being met at Loyola standards. If you would like to learn more about supports that would make this course more accessible, please contact the SAC for assistance by visiting their website at <https://www.luc.edu/sac/>

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. Weekly reflections will take the format of either an individual forum post or a group discussion.

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) & Presentation (50 points)

In an effort to advance justice for multilingual students and families, students will work in small groups to complete a leadership project from one of the following options or propose their own idea. The goal is for individuals to be able to utilize the product(s) that you create in this project in systems-level consultation/intervention to advocate for centering and addressing the needs of multilingual children and families.

- 1) Develop a proposal for improving assessment practices to support multilingual students. Students in the group will examine the following content and put together a presentation with collective information on the following:
 - a) a review of current assessment practices at their 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 group's discretion, based on their experiences in their unique settings. The brief presentation of the project will involve the group 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 group's discretion. The brief presentation of the project will involve providing an overview of the webinar/PD content and a justification for why the intended audience should attend/receive this PD, as would be provided 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) Complete a literature review on disproportionality of culturally and/or linguistically diverse students in special education. Students may also choose a specific population of CLD students to research as well. Groups must cite at least 3 sources. Put together a brief presentation including the following content:
 - a) Is there an over- or under-representation of these students in special education?
 - b) If so, do rates differ based on geographical location?
 - c) Discuss your group's own experiences with disproportionality among CLD students
 - d) What are you finding or what do you believe are reasons for the disproportionalities that exist?
 - e) What are next steps that could be taken in order to help address this issue of disproportionality among CLD students?

A rubric for this option is posted on Sakai.

- 4) Propose your own group leadership project. If you select this option, your group 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, your group will need to discuss the purpose/content of the project and brief presentation, as well as the grading criteria/rubric that should be used for evaluating the project.

Evaluation and Grading

Assignment	Points Possible
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
Group Presentations	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
Module 1 Understanding key contexts for multilingual populations and assessment	1	1/16	Multilingual children & families in the U.S.	Readings/activities on Sakai Weekly reflection
	2	1/23	Historical and current context of the education and assessment of immigrant and multilingual children	Readings/activities on Sakai Weekly reflection
	3	1/30	Legal and ethical foundations of assessment, validity, & intersectional justice	Readings/activities on Sakai Weekly reflection
	4	2/6	“Typical” and “atypical” dual language development & language assessment	Readings/activities on Sakai Weekly reflection Checklist of considerations for CLR communication about assessment
	5	2/13	Synchronous class meeting via zoom on 2/19, 12-2pm Central Time	
Module 2 Expanding your culturally and linguistically responsive assessment toolkit	6	2/20	Language assessment	Readings/activities on Sakai Weekly reflection
	7	2/27	Developmental/social-emotional/behavioral assessment	Readings/activities on Sakai Weekly reflection
	8	LUC Spring Break 3/7-3/11		
	9	3/13	Academic assessment	Readings/activities on Sakai Weekly reflection
	10	3/20	Data-based decision-making with multilingual children and families	Readings/activities on Sakai Weekly reflection Critical review of validity evidence for assessment
Module 3 Critiquing the status quo and advancing justice for multilingual children	11	3/27	Critical analysis of existing practices and policies	Readings/activities on Sakai Weekly reflection
	12	4/3	Bilingual systems-level consultation	Readings/activities on Sakai Weekly reflection
	13	4/10	Advancing practice with multilingual children and families	Readings/activities on Sakai Weekly reflection
	LUC Easter Break 4/14-4/18			
	14	4/19	<i>Finish working on Leadership project and group presentations</i>	
	15	4/24	Leadership project and group presentations due 4/28 Synchronous class meeting via zoom on 4/28 6-8 pm Central Time	