



**LOYOLA
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Preparing people to lead extraordinary lives

**TLSC 220: Individualized Assessment and Instruction for Diverse Students
Sequence 3: Policy and Practice in Urban Classrooms**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall Semester 2015

Instructor Information

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Office hours: Senn High school, 11:30-12:30pm

Module Information

Dates: July 5- July 22, 2016

Days: Monday-Friday

Times: 9:00-11:30 AM

On-Campus Location: Mundelein, Room 404

School-Site Location: Senn High School

Module Description

This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. In this way, teacher candidates explicitly focus on the multifaceted nature of students' abilities, strengths, and needs by collecting multiple forms of data on authentic classroom assessments and then making suggestions for instructional planning to account for students' unique backgrounds, experiences, and needs. Through the use of case study research to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English language learner (ELL) and a student with special needs.

Module Goals

Essential Questions:

- What are the various ways that students develop and achieve in the classroom?

- How can students' funds of knowledge contribute to achievement at schools?
- How can teachers support students' language and literacy development?
- How can teachers use individualized data to plan instruction?
- How does individualized assessment and instruction impact student engagement, motivation, self-concept, and other affective factors of learning?

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

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to, race, ethnicity, culture, language, SES, immigration status, exceptional ability, sexual orientation, gender, 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.

IDEA Objectives:

Teachers and teacher candidates will:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to apply knowledge and skills to benefit others or serve the public good

IDEA Course Evaluation Link for Students

This is a link to the IDEA Campus Labs website: <http://luc.edu/idea/> Please familiarize yourself with the ***Student IDEA Log In***. This is where you will need to go in order to complete the course evaluation at the end of the course.

School of Education Policies and Information

Conceptual Framework and Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. 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 lifelong learning in the Chicago area.

This course assesses the following framework standards:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Our conceptual framework is described here: www.luc.edu/education/mission/

Dispositions

The following SOE dispositions will be assessed in the course: *Professionalism, Fairness, and the Belief that All Students Can Learn*. You can find the rubric that will be used to assess these dispositions in LiveText.

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 find additional information about Live Text here - [LiveText](#).

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to positionality, epistemology and culturally responsive teaching in the context of serving diverse populations.

Academic Honesty

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.

The School of Education's Policy on Academic Integrity can be found at:

www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. 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. The University policy on accommodations and participation in courses is available at:

www.luc.edu/sswd/

EthicsLine Reporting Hotline

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 here [online](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

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.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

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

www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

www.luc.edu/its/itspoliciesguidelines/index.shtml

Attendance:

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

Grading Policy & Scale:

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

93% - 100% A

90% - 92% A-

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

Module Assignments

Assignment Title	Assignment Description	% of Grade
Course Participation	Teachers are expected to read all required texts and articles thoroughly and deeply prior to class sessions. Reading, assignments, and other preparation are needed to engage in class dialogue, which is an essential component of this course.	10%
Sequence Summative	Aligned to the summative evidence in the two modules, the sequence summative assessment will be a “teacher study.” The goal of the assessment is to bring together the case studies done in the modules in the sequence (i.e., policy, students) to demonstrate the connection between the macro- and micro-layers of the educational institution and classroom practice. Candidates will need to bring together the broad findings from each study to explore the central role of the teacher in educational decision-making.	10%
Assessment Portfolio	For the main assessment, candidates will demonstrate understanding and application of issues and concepts of assessment and use of standards-based procedures with ELLs. Candidates select one ELL student to conduct a series of assessments, including a student profile, funds of knowledge interview, oral language assessment, reading assessment, and writing assessment. Candidates synthesize findings from assessments, make recommendations for practice, and suggest ways to share data and connect with parents and families. Finally, candidates reflect on the role of assessment and testing in language teaching and learning. Please see the various components and grade breakdown below.	n/a
Funds of Knowledge Assessment	Interview the student and his/her family in order to understand the experiences and funds of knowledge that the student brings to the classroom. Describe the assessment, give an overview of data collection and analysis, and reflect on the assessment process.	15%

Oral Language Assessment	Select an appropriate assessment (e.g., informal and formal language sample) to assess student's oral and aural language ability. Describe the assessment, provide a rationale for its selection, give an overview of data collection and analysis, and reflect on the assessment process.			15%
Reading Assessment	Select an appropriate assessment (e.g., running record and story retell) to assess to student's reading fluency and comprehension. Describe the assessment, provide a rationale for its selection, give an overview of data collection and analysis, and reflect on the assessment process.			15%
Writing Assessment	Collect a writing sample to assess the student's writing ability in English, designing and using a rubric to measure language development. Describe the assessment, provide a rationale for its selection, give an overview of data collection and analysis, and reflect on the assessment process.			10%
Instructional Applications	Summarize and apply findings to offer concrete ways to support students' language development. Utilize knowledge of appropriate instruction for ELLs to design and implement appropriate instructional accommodations to incorporate the student's funds of knowledge while meeting his or her language level and needs. Conduct post-assessment (not all of the assessments given above, but related to your instructional intervention) to show impact on student learning.			10%
Reflection	Reflect on the ELL assessment portfolio and case study experience, connecting to your perceptions and understandings of the role of assessment and testing in language teaching and learning. Discuss the multiple facets of assessment, including (but not limited to) standardized testing, traditional assessments, performance assessments, and engaging students in peer- and self-assessment. Suggest and discuss ways to share data and connect with parents, families, and other colleagues.			15%
FINAL GRADE	A = 100 – 93% A- = 92 – 90% B+ = 89 – 88%	B = 87 – 83% B- = 82 – 80% C+ = 79 – 77%	C = 76 – 70% D = 70 – 65% F = 64 and below	100%

Module Readings

- Herrera, S. G., Murry, K. G., & Cabral, R. M. (2013). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston, MA: Pearson. (Available at Loyola University Bookstore)
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Class	Topic	Readings	Assignments
Class 1 Tues 7/5	ELL Introduction		<p>What we will workshop in-class:</p> <ul style="list-style-type: none"> • Create a funds of knowledge activity draft
Class 2 Wed 7/6	The purpose of language assessments	Herrera Ch 1 & Ch 2	<p>What to do during classroom observations:</p> <ul style="list-style-type: none"> • Observe for how a teacher gets to know their students. • Select a case study student
Class 3 Thurs 7/7	Exploring the Diversity of Individual Students:	Moll & Gonzalez; Davis & Lenski	<p>What to bring to class:</p> <ul style="list-style-type: none"> • Bring a draft of your funds of knowledge activity <p>What we will workshop in-class:</p> <ul style="list-style-type: none"> • Peer feedback on funds of knowledge activity. <p>What to do during classroom observation:</p> <ul style="list-style-type: none"> • Conducting a community walk to access funds of knowledge.
Class 4 Fri 7/8	Sociocultural Development & Assessments	Spinelli ; Herrera Ch. 4	<p>What to do during classroom observations:</p> <ul style="list-style-type: none"> • Implement FoK assessment
Class 5 Mon 7/11	Creating linguistic and culturally valid assessments	WIDA CAN Dos, p. 3-16; Basterra	<p>What to bring to class:</p> <ul style="list-style-type: none"> • Funds of knowledge activity description & data collection. • Community walk template with data and reflection. <p>What we will workshop in-class:</p> <ul style="list-style-type: none"> • Funds of knowledge analysis and reflection.

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Class 6 Tues 7/12	Oral language development & assessments	O'Malley & pierce: speaking	Funds of knowledge assessment due. What we will workshop in-class <ul style="list-style-type: none"> • Draft of oral language activity
Class 7 Wed 7/13	Oral language development & assessments	Herrera Ch. 5	What to bring to class: <ul style="list-style-type: none"> • Oral language activity description and questions. What we will workshop in-class: <ul style="list-style-type: none"> • Peer feedback on oral language activity. • Oral language rubric.
Class 8 Thursday 7/14	Oral language: development & assessments	Christian & Bloome	What to do during classroom observation: <ul style="list-style-type: none"> - Implement and audio record the oral language assessment. What we will workshop in-class: <ul style="list-style-type: none"> - Planning for summative assessment
Class 9 Fri 7/15; Mundelein 404	Reading development and assessments	O'Malley Pierce: reading	What to bring to class: <ul style="list-style-type: none"> - One page transcription What we will workshop in-class: <ul style="list-style-type: none"> - Transcript analysis - Scoring oral language - Data analysis and reflection of oral language - Draft a reading activity Note: no classroom observations today
Class 10	Reading development &	Herrera Ch. 6	Speaking assessment due

Mon 7/18	assessments	Klingner & Geisler	<p>What to bring to class:</p> <ul style="list-style-type: none"> • Reading activity description and procedures. <p>What we will workshop in-class:</p> <ul style="list-style-type: none"> - Peer feedback on reading activity - Design reading rubric
Class 11 Tues 7/19	Writing development & assessments	Spence article O'Malley & Pierce Writin	<p>What to bring to class:</p> <ul style="list-style-type: none"> • Sample of student writing <p>What to do during classroom observation:</p> <ul style="list-style-type: none"> • Implement the reading activity <p>What we will workshop on in-class</p> <ul style="list-style-type: none"> - Analyze, score, reflect, reading assessment - Analyze, score, reflect on writing assessment.
Class 12 Wed 7/20	Data Analysis & instructional recommendations	Herrera Ch. 8	<p>Reading assessment due</p> <p>What we will be working on in-class:</p> <ul style="list-style-type: none"> • Synthesize language strengths and areas of improvement • Provide instructional recommendations
Class 13 Thurs 7/19 Mundelein 404	Conferencing and peer feedback	Herrera Ch. 3	<p>Writing assessment due</p> <p>What we will workshop in-class:</p> <ul style="list-style-type: none"> - Drafting case study paper - Drafting summative paper <p>*Note: No classroom observations</p>
Class 14 Fri 7/21	Assessment & instructional plan	O'Malley ch. 7	<p>What we will workshop in-class:</p> <ul style="list-style-type: none"> - Drafting summative paper <p>*Note: No classroom observations</p>

