

TLSC 407: 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

Summer Session B 2016

Instructor Information

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Course Information

Dates: Tuesday July 5 – Friday July 22

Days: Monday-Friday

Times: 9:00am-11:30 am

On-Campus Location: Mundelein Building: Room

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, exceptionality, 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.

As a part of this module, candidates will:

- Describe current terminology, technologies, and procedures necessary for conducting, analyzing, interpreting, and monitoring assessment data related to student progress. (7D, 7F, 7G, 7H, 7I) (IB)
- Identify information about students' individual experiences, families, cultures, languages, and communities that can be used to create meaningful learning opportunities and enrich instruction for all students. (1L, 1C) (IB)
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (2E, 2H) (IB)
- Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (1A) (IB)
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers and schools. (1A, 3C) (IB)
- Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (5M, 7Q) (IB)
- Use assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to achieve learning outcomes. (3M, 5P, 7J)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use a range of alternative forms of assessment. (7K, 7Q) (IB)
- Access and use a wide range of information and instructional technologies to gather and use data to enhance a student's ongoing growth and achievement. (3N, 5P, 7O) (IB)
- Use data about the influences of students' individual experiences, families, cultures, languages and communities to create learning opportunities inside and outside of the classroom and school. (1L) (IB)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1A, 1H, 2M, 2E, 3Q, 5M) (IB)
- Create and conduct FoK assessments to understand the cultural, linguistic, and familial practices and discern the unique backgrounds of students. (1L, 3K) (IB)

- Utilize knowledge of second language acquisition to recognize differences between language proficiency and learning exceptionality. (1D) (IB)
- Use data to evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (4L, 4Q, 5J) (IB)

Candidates will be assessed on the following TLLSC dispositions:

- D3) Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)
- D6) Collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
- D7) Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
- D9) Demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
- D13) Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

IDEA Objectives: <http://luc.edu/idea/>

Teachers and teacher candidates will:

2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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.

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	<table border="0"> <tr> <td>A = 100 – 93%</td> <td>B = 87 – 83%</td> <td>C = 76 – 70%</td> </tr> <tr> <td>A- = 92 – 90%</td> <td>B- = 82 – 80%</td> <td>D = 70 – 65%</td> </tr> <tr> <td>B+ = 89 – 88%</td> <td>C+ = 79 – 77%</td> <td>F = 64 and below</td> </tr> </table>	A = 100 – 93%	B = 87 – 83%	C = 76 – 70%	A- = 92 – 90%	B- = 82 – 80%	D = 70 – 65%	B+ = 89 – 88%	C+ = 79 – 77%	F = 64 and below	100%
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B+ = 89 – 88%	C+ = 79 – 77%	F = 64 and below									

Required 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)

School of Education Policies and Information

Conceptual Framework

SOE's Conceptual Framework – ***Social Action through Education*** – is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable. Our conceptual framework is described here:

www.luc.edu/education/mission/

Electronic Communication Policies and Guidelines

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

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

Technology

Candidates will be responsible for regularly accessing their Sakai accounts at <http://sakai.luc.edu>. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates MUST use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments. [Live Text Link](#)

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site). Please keep laptop usage to a minimum unless it is pertinent to the class activity/session.

Diversity

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

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

University Policies and Information

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: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

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: <http://www.luc.edu/sswd/>

Course Schedule

Class #/ Date	Content/ Topic	What to Observe/ Administer in classrooms with students	Debrief/Discuss	For Next Class:
Class 1 Tues July 5	Orientation to Senn Summer School (8:30 Auditorium)	<ul style="list-style-type: none"> How does a teacher get to know his/her students? Start to consider which student you will work with as your focal student. 	<ul style="list-style-type: none"> ✓ Pre-Assessment: ELL Assessment ✓ Syllabus/Course Overview 	Read Gottlieb: "Assessing English Language Learners: A Perplexing Puzzle"
Class 2 Wed July 6	Intro to ELLs/Placement/ Assessment Funds of Knowledge (FoK)	<ul style="list-style-type: none"> How does a teacher get to know his/her students? Start to consider which student you will work with as your focal student. (Run your idea by your cooperating teacher to make sure they're a good choice!) Introduce yourself to foal student and let them know you'll be conducting a brief interview Thursday. 	<ul style="list-style-type: none"> ✓ Review Template for FoK ✓ Debrief Gottlieb article ✓ Prepare Qs for Thursday's FoK interview. 	Read Herrera Text: Ch 4 Read Moll and Gonzalez: "Teachers as Social Scientists"
Class 3 Thurs July 7	Generating Qs for FoK interview/Vignettes Gottlieb Article-Key Terms Assessment Terms	<ul style="list-style-type: none"> <i>Funds of Knowledge interview administered to your focal student.</i> 	<ul style="list-style-type: none"> ✓ Debrief Moll Article and Chapter 4 ✓ Discuss how FoK interviews went! 	Read Spinelli: "Addressing the Issue of Cultural and Linguistic Diversity..."
Class 4 Fri July 8	Cultural and Linguistic Validity in instruction and assessment. Measuring Validity and Reliability. Cognitive Interviewing Protocol/ Field Testing for Validity.	<ul style="list-style-type: none"> Are content/ materials/ assessments/teachers' language sensitive to cultural and linguistic factors? Finish or add to FoK interview (if necessary) 	<ul style="list-style-type: none"> ✓ Time to work on/ address questions on F of K portion of the Assessment Portfolio. 	Due Monday 7/11: Funds of Knowledge Template completed electronically or hand written. Read: Herrera Chapter 2

Class #/ Date	Content/ Topic	What to Observe/ Administer in classrooms with students	Debrief/Discuss	For Next Class:
Class 5 Mon July 11	Second Language Acquisition (SLA) Theories Intro to WIDA ELD Standards- Scavenger Hunt	<ul style="list-style-type: none"> Is the teacher using student's L1 knowledge to assist the learning of English? Do you believe the teacher is using language that is appropriate for the students' levels? 	Discuss Classroom observations Go Over Answers to WIDA Scavenger Hunt	Read Herrera Ch. 5 (p.151-170)
Class 6 Tues July 12	WIDA Standards Continued Informal Assessment of Language Proficiency- How is Oral Language Measured? (WIDA Samples)	<ul style="list-style-type: none"> What/How much spoken English are the students understanding? Could the teacher scaffold his/her speaking more? At which WIDA level do students seem to be speaking? 	Work on developing OL Assessment in pairs.	Read O'Malley and Pierce: Oral Language
Class 7 Wed July 13	Assessing WIDA Speaking Samples Assessment of Listening Comprehension	<i>Oral Language Assessment Administered in classroom to focal student.</i>	Discuss OL assessment. Work on completing template for OL Assessment.	Read O'Malley & Pierce: Reading
Class 8 Thurs July 14	How is Reading assessed? What level reader is your focal student?	<ul style="list-style-type: none"> Are the students reading in class? Or is the teacher doing more of the reading? Are students' learning to read or reading to learn? Is the teacher guiding their reading or assuming comprehension? Where do the class readings come from? Do the readings seem to be appropriate for the students? Could the readings be changed/altered/taught differently to aid students' comprehension? 	Discussion on Reading practices in classrooms. Prepare Reading assessment for focal student. (Monday)	Due Friday July 15: OL Assessment
Class 9 Fri July 15	We will NOT meet as a class. If you want to come in and observe your student, you may!	n/a		Be prepared to administer Reading assessment to focal student Monday!

Class #/ Date	Content/ Topic	What to Observe/ Administer in classrooms with students	Debrief/Discuss	For Next Class:
Class 10 Mon July 18	Discussion on Reading Assessment cont. Introduce/Explain Session B Summative Assessment	<i>Reading Assessment Administered in classroom to focal student.</i>	Debrief on administration of Reading assessment	Read: O'Malley Writing Assessment
Class 11 Tues July 19	How is writing assessed for ELLs? Model Writing Lesson	How often are the students in your room writing? How is the teacher assessing the writing? Are there guidelines/rubrics being utilized?	Work on completing Reading template	Due Wednesday July 20: Reading Assessment Read Spence: Generous Reading
Class 12 Wed July 20	Holistic vs. Analytic Writing Rubrics Vocabulary Development/ Morphology/Use of Cognates	How is your teacher addressing vocabulary and spelling/grammar in the classroom? What seem to be the students' main struggles in this area?	Work on completing writing assessment for focal student. (Thursday)	Read Abedi: NCLB and ELLS: Assessment and Accountability Issues
Class 13 Thurs July 21	Standardized Testing Jigsaw & Data Analysis	<i>Writing Assessment administered to focal student</i>	Work on completing Writing assessment template	Due Friday July 22: Writing Assessment
Class 14 Fri July 22	Re-visit Pretest Course Reflection Activity Evaluations	n/a	Work to complete Implications and Reflection sections of Assessment Portfolio.	Due Monday July 25th: Completed Assessment Portfolio (submitted to LiveText)