



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

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 2018

Instructor Information

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Office hours: After class or by appointment

Course Information

Dates: Thursday, July 5 – Friday, July 20

Days: Monday-Friday

Times: 8:30 am-11:45 am

On-Campus Location: Mundelein Room 203

School-Site Location: Mather High School

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.

Additional course readings on Sakai:

Celic, C. M. (2009). *English language learners day by day, K-6*. Portsmouth, NH: Heinemann

Christian, B., & Bloome, D. (2004). Learning to read is who you are. *Reading & Writing Quarterly*.

Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension of immigrant students. *Reading and Writing* 25(8).

Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education* 57(3) 220-231

Klingner, J., & Geisler, D. (2008). Helping classroom reading teachers distinguish between language acquisition and learning disabilities. In J. K. Klingner, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 57-73). Thousand Oaks, CA: Corwin Press.

Moll, L., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. Hall (Ed.), *Race, ethnicity and multiculturalism. Missouri Symposium on and Educational Policy* (pp. 89-114). New York: Garland.

Lenski, S.D., et al (2006). Assessing English language learners in mainstream classrooms. *International Reading Association* (pp. 24–34) doi:10.1598/RT.60.1.3

O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (1997). Building behavior support plans. In *Functional assessment and program development for problem behavior: A practical handbook*. Boston, MA: Brooks/Cole.

Spence, L. K. (2010). Generous reading: Seeing students through their writing. *The Reading Teacher*.

Spinnelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English language learners. *Reading & Writing Quarterly*.

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. Using case study research to conduct individualized assessments with diverse students, candidates will apply their learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English language learner (ELL).

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 in schools?
- How can teachers use individualized data to plan instruction?
- How can teachers support students' language and literacy development?
- 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 exceptionalities. (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)

Conceptual Framework:

The Conceptual Framework for the Loyola University Chicago, School of Education is “*Social Action through Education.*” This objective is carried out within four domains and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/education/mission/>

Conceptual Framework Standards addressed in this Sequence:

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.

DISPOSITIONS

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

In this course, candidates will be assessed on the following TLLSC dispositions: **D3, D6, D7, D9, D13, D17**

- **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, exceptionalities, 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.
- **D17:** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (9H, 9I).

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left-hand side of the page.

IDEA Objectives addressed in this course are as follows:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
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)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Live Text

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText by clicking on this link: [LiveText](#).

Attendance and Participation:

- 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. Notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email 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 to arrange to make up class time and work.
- Assignments are due on the dates listed on course syllabi. Permission to submit any assignment late must be requested with your specific instructor.
- Dress must be professional and appropriate to a school setting. No revealing clothing, jeans, cut-offs, or flip-flops is permitted. If you are not appropriately dressed, you may need to make up the class time.

Assignments

Module Participation: 15% of final grade

Candidates are expected to consistently and actively participate in all class activities in discussions and online. Since this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on

assigned readings; candidates must come to class having read all assigned texts and articles, as well as having completed a reader response and any assigned online learning content/activities.

The following rubric will be used to assess candidate participation:

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cites from readings; uses readings to support points.
- 1-Occasionally cites from readings; sometimes uses readings to support points.
- 0-Rarely cites from readings; rarely uses readings to support points.

Listening Skills

- 2-Listens when others talk, both in groups and in sessions. Incorporates or builds off the ideas of others.
- 1-Listens when others talk, both in groups and in sessions
- 0-Rarely listens when others talk, both in groups and in sessions.

English language learner (ELL) Focal Student:

Candidates will work with one student who is a labeled ELL. With the support of the course instructor and classroom teacher, candidates will work individually with the student to collect and analyze data through sociocultural and linguistic assessments (i.e., oral language, reading, writing) to learn about the students’ funds of knowledge and her/his academic strengths and needs. Candidates will use the assessment data to make suggestions for instructional accommodations.

Assignment Title	Assignment Description	% of Grade
Course Participation	Candidates 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.	15%
Case-Study Assessment Portfolio	<i>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.</i>	75%
Funds of Knowledge Assessment	Create an interview protocol that will allow you to interview the student and his/her family to understand the background, experiences, skills and interests that makes up his/her funds of knowledge which she/he brings to the classroom learning environment.	(15%)

Oral Language Assessment	Select an appropriate assessment (e.g., informal and formal language sample) to assess student’s oral 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	Develop a writing task that will allow you to collect an authentic writing sample to assess the student’s writing ability, 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.	(15%)
Instructional Applications	Summarize and apply findings to offer concrete ways to support students’ language and literacy development. Use knowledge of appropriate instruction for ELLs to design appropriate instructional accommodations to incorporate the student’s funds of knowledge while meeting her/his language level and needs.	(15%)
Sequence Summative	The purpose of this assessment is to advance your conception of your evolving teacher identity. In this summative assignment, you will reflect on your teacher identity as it relates to advocacy and leadership in response to policies and diverse learners. Draw on evidence from experiences on the ground/in the field, course readings, class discussions, and class assignments. This paper should be 4-5 pages in length and written in APA format.	10%

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

School of Education Policies and Information

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.

Loyola University Chicago
School of Education
Syllabus Addendum

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Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/
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This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.