



**LOYOLA
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Preparing people to lead extraordinary lives

TLSC 407: Individualized Assessment and Instruction for English Learners

Section 002

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Summer Session B 2019

Instructor Information

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Office hours: By appointment, after class if requested

Module Information

Dates: July 1 – July 19, 2019 (No class TR 7/4 or FR 7/5)

Days: M-F

Times: 8:30-11:45am

On-Campus Location: Mundelein Center Room 415

School-Site Location: Sullivan HS [6631 N Bosworth Ave Chicago, IL 60626](https://www.google.com/maps/place/6631+N+Bosworth+Ave+Chicago,+IL+60626) 773-534-2000

Module Description

This module is specifically designed for teacher candidates to appreciate, discern, and be able to utilize the individual needs of students whose first language is not English to plan instruction and support student achievement. In this module, student achievement is conceptualized as academic, social, emotional, 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 through 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 candidates conduct individualized authentic assessments that focus on the cultural backgrounds and the linguistic development of a focal student. Candidates will be able to apply their learning with a culturally, linguistically diverse student in order to support them in their language and literacy development and their acclimation to learning in the academic context.

Conceptual Framework

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education. This module assesses the Conceptual Framework Standard #2 Candidates apply culturally responsive practices that engage diverse communities This module focuses on policies and practices at the micro-level that impact the assessment and instruction of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions based on students' strengths and needs and advocating for students.

Diversity

By focusing on individual students in urban classrooms who are from linguistically and culturally diverse backgrounds, this module addresses multiple perspectives on student development including the diversity in students' backgrounds (i.e., culture, language, immigration experiences, refugee status, interrupted schooling) and classroom and school contexts (e.g., bilingual education, ESL classrooms, or sheltered instruction). Candidates will gain understanding of the various issues that affect language acquisition in a new language and develop asset-based mindsets to counter the stigma that is often associated with being a new English learner. Because this module specifically focuses on students who are often marginalized by virtue of speaking a language other than English, we will specifically focus on terminology and instructional and assessment practices that can work to overcome school and pedagogical practices that further marginalize and undermine bilingual students and their families. Dialogue among candidates 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.

English as a Second Language (ESL) Endorsement

By participating in TLSC, all candidates complete the coursework and clinical hours to be eligible for an ESL endorsement. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

2.D . Culture and Language – The competent ESL teacher continually learns about his or her students' languages and the language variations and builds instruction on the cultural assets and backgrounds that students bring from their homes and communities.

4.A-- Issues of Assessment for ELs– The competent ESL teacher demonstrates knowledge and understanding of various assessment issues that affect ELs, such as accountability, reliability, validity, bias, special education testing, primary and target language proficiency, language supports, and accommodations in all assessment situations.

4.B-- Language Proficiency Assessment – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of language proficiency assessments to document students' language development, to inform teacher instruction, and to identify, place and reclassify ELs.

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 the effectiveness of their teaching and students' learning.
- Apply deep understandings of both content and language pedagogy to provide developmentally appropriate instruction to students who are learning English as an added language, who may have interrupted schooling, and/or who may have experienced trauma as a result of their immigration experiences and/or dangerous issues in their home country.
- Hold high expectations and build on the assets of students from different cultural and linguistic backgrounds (including, but not limited to, ethnicity, culture, language, SES, immigration status).
- Integrate the teaching of language and literacy across all content areas and in ways that use a variety of media to do so.
- Create and support safe and supportive learning contexts 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)

Dispositions

All students are assessed on one or more dispositional areas of growth across all of our programs in relation to the dispositions of: of [Professionalism](#), [Inquiry and Social Justice](#). 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. The specific disposition or dispositions for this course are listed below and the descriptions for the expected behaviors for the disposition(s) can also be found on the rubric posted in LiveText for this course. In this course, candidates will be assessed on the following TLLSC dispositions: D3, D6, D7, D9, D13, D17. They are defined below:

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 Recognize his/her own point of view and biases about diverse learners and how this perspective can impact teaching and learning.

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.

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:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Learning to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies and points of views needed by professionals in the field most closely related to this course.

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.

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 access more information on LiveText by clicking on this link: [LiveText](#).

Grading Policy & Scale:

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

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%

Attendance:

Attendance is required. Each day of the module is tremendously important, as the module is only 13 days long! Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration to be able to successfully complete your module assignments and 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.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments that are due.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

Please Note the Following Additional Guidelines:

- Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.
 - Hand held electronic/communication devices and laptop computers must be used with discrimination and professionally per professor guidelines.
 - Dress professionally during school attendance days. This means for example, that no flip-flops, shorts, blue-jeans t-shirts or tank-tops should be worn. Remember that every day that you are in a school is an opportunity to create professional connections for yourself.
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Module Assignments

I. 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 completing a reader response and online learning content/activities (if requested by your instructor).

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 of 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.

II. Module Article Facilitation 10%

Throughout the module, students will present on a research article that is related to the course topic of the day. The research articles were selected to complement and extend the course reading from the textbook and provide examples of scholarly research and writing around the topic of the assessment of English learners. Each student will be responsible for facilitating a 15-20 minute discussion in class based on the content of the article. Teachers will be responsible for: conveying the content of the article, connecting the content to the assessment portfolio and case study, and engaging the class in a meaningful activity or

dialogue. A one-page recap or Google Slides/PPT needs to be shared with Emily, (ereardon1@luc.edu) prior to the article facilitation.

III. Module Focal Student Case Study 65%

Throughout the module, students will learn about the assessment of language, specifically that of ELs. Students will design assessments in Funds of Knowledge, Oral Language, Reading, and Writing. For each domain they will administer the assessment and then compile data in order to help make learning goals and devise instructional strategies that would be effective in the case of their focal student.

IV. Sequence Summative Assessment: 10%

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.

Readings (uploaded to Sakai site)

- 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*.
- Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms*. Toronto, ON: Pippin Publishing.
- Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension of immigrant students. *Reading and Writing* 25(8). doi:10.1007/s11145-010-92907
- Herrera, S. G., Murry, K. G., & Cabral, R. M. (2013). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston, MA: Pearson.
- 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.
- Lenski, S.D., Ehlers-Zavala, F., Daniel, M.C., & Sun-Irminger, X. (2006). Assessing English language learners in mainstream classrooms. *International Reading Association* (pp. 24–34)]
- 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.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.
- Samway, K.D. (2006) *When English language learners write*. New Hampshire: Heinemann
- Spence, L. K. (2010). Generous reading: Seeing students through their writing. *The Reading*

Teacher.

Soto, I. (2012). *ELL shadowing as a catalyst for change*. Thousand Oaks, California: Corwin Sage
Spinnelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment:
Informal evaluation measures for English language learners. *Reading & Writing*
Quarterly.

WIDA's English Language Proficiency Standards © 2012 Board of Regents of the University of
Wisconsin System, on behalf of WIDA - www.wida.us

**Loyola University Chicago
School of Education
Syllabus Addendum**

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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.

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 access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

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**.