



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 407: Individualized Assessment and Instruction for English Learners

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Summer 2 2021

Instructor Information

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Office: Virtual Office Hours

Email Response: 24 hour weekdays/48 hour weekend

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Module Information

Dates: July 6-August 13, 2021

Online Synchronous (TBD)/Asynchronous

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

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 through a case study of a culturally, linguistically diverse student in order to develop differentiated assessments that would 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 students who are linguistically and culturally diverse in urban schools, emphasizing the role of the teacher in making educational decisions based on students' strengths and needs and their ability and role in 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 TLLSC, 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/Learning Outcomes

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 relate 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)

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.

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%

Please Note the Following Additional Guidelines:

- Check your email regularly and maintain communication with your professor and peers (where applicable to your work). Any concerns or questions about course content, course assignments, and course expectations need to be brought to the attention of your professor immediately so that they can assist you.
 - 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/Sakai site regularly.
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Late Work/Make-up Policy: Due to the short timeframe of this course, late work is discouraged. Contact me immediately for any assignments that may be late.

Module Assignments

- **Module Participation through Forum Posts 30 %**

Given the online nature of the course, participation will be assessed through the forum responses and all other online interactions with your professor and colleagues. Candidates are expected to consistently and actively participate in all class activities in our online formats and to keep up with the schedule of these online forums. Class assignments build directly on assigned readings, videos and other course materials therefore, candidates must follow the schedule of online readings, etc. in order to be able to successfully plan for and carry out the assigned projects.

- **Assessment Planning and Data Analysis Reflections 30%**

Candidates will share planning ideas and findings in an online forum for each authentic assessment being conducted. Candidates will demonstrate their ability to thoughtfully plan and analyze their formative assessments and data thoughtfully in relation to the theories and practices being learned through our readings and other materials. Candidates will make reference to readings and ensure that their analyses of their focal student's language and literacy development are careful and based on data and the literature. They will demonstrate the ability to articulate the connections they are making to both research and student data in order to justify the ways in which they conduct the authentic assessment and note any developing ideas about instructional implications for their student case study.

- **English learner (EL) Focal Student: Data to Instruction Final Project 40%**

Candidates will complete a data chart based on their work with a case study of a student who is learning English as an additional language to learn about their funds of knowledge and to informally assess their language and literacy development. Candidates will use the authentic assessment tasks they created to report on the data about their focal student's oral language, reading, and writing as well as what they learned about their funds of knowledge. Candidates will analyze data to understand their focal student's strengths and develop recommendations for learning goals. Candidates will use the data they gather and course readings to develop instructional recommendations specific to their student's assets and needs. This final project will be completed individually and submitted as a record of each candidate's learning as a result of this project.

Readings (uploaded to Sakai site)

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., Almanza de Schonewise, E., de Onis, C., & Méndez Barletta, L. (2008). Misconceptions about the second language acquisition process. In J. K. Klingner, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 17-35). Thousand Oaks, CA: Corwin Press.

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 an 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
- WIDA's English Language Proficiency Standards © 2012 Board of Regents of the University of Wisconsin System, on behalf of WIDA -www.wida.us
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Teaching and Learning Program Syllabus Statements

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including: TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.
<https://www.luc.edu/tutoring/>

Coordinated Assistance and Resource Education (CARE)

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.
<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

SOE Vision

The School of Education 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 School of Education 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

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified within the context of the particular course.

As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
 - CFS2: Candidates apply culturally responsive practices that engage diverse communities.
 - CFS3: Candidates demonstrate knowledge of ethics and social justice.
 - CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.
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Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they 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.

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

- <https://www.luc.edu/education/academics/syllabi/>

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), 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: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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***.

Privacy Statement

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.

Participation Expectations

You are expected to check email once daily for course changes or announcements. Please log in to check course materials and assignments as needed to meet due dates. Weekly synchronous meetings will support the development of assignments so early turn-in may result in needed revisions. Please visit virtual office hours a minimum of three times per the length of the course. You are not expected to stay the entire office hour.