Instructor Information
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Office hours: By appointment

Module Information
Dates: September 21 - November 13, 2015
Days: Mondays, Wednesdays, & Fridays
Times: 8:15 - 11:15 AM
On-Campus Location: Mundelein Center room 605
School-Site Location: Kilmer Elementary School CPS

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:
● 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)
● Collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)
● Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)
● Demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
● 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:**
Teachers and teacher candidates will:
● Learn the fundamental principles, generalizations, and theories
● Develop specific skills, competencies, and points of view needed in the field of education
● Learn to apply module material to improve thinking, problem solving, and decisions
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

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. Unauthorized late work will be assessed penalties according to the following scale: 1 day = 5% deduction; 2-3 days = 10% deduction; 4-7 days = 15% deduction; assignments more than one week late will not be accepted.

Module Assignments
• Module Participation: 20% of final grade
  ○ Candidates are expected to consistently and actively participate in all class activities in discussions and online. Since much of 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.
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.

- **English language learner (ELL) Focal Student: 35% of final grade**
  ○ Candidates will work with one student who is labeled an 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). Candidates will use assessment data to make suggestions for instructional accommodations.

- **Focal Student with Special Needs: 35% of final grade**
  ○ Candidates will work with one student who is labeled as having special needs, specifically focused on students with behavioral needs. With the support of the course instructor and classroom teacher, candidates will collect and analyze
behavioral data through interviews and observation. Candidates will recommend intervention strategies linked to assessment data in order to develop a comprehensive individualized behavior support plan.

- **Sequence Summative Assessment: 10% of final grade**
  - 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.

**Module Readings**

- Available on Sakai portal:
  - Kligner & Geisler. Chapter 4 - Why English language learners struggle with reading.

*Also available on Sakai is an additional reading list identifying function-based intervention plan strategies for your reference in completing the Special Education Focal Student Project*
School of Education Policies and Information

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 life-long learning in the Chicago area.

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students.

School and University Policies:
This link provide information regarding the university's policies on Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, Electronic Communication Policies and Guidelines http://luc.edu/education/syllabus-addendum/

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. We also will be relying on online leaning for the behavior portion of this module. Candidates are expected to complete online activities in preparation for each meeting onsite.

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).

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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>M Sept 21</strong></td>
<td>Introduction to TLSC 220 &amp; History of Special Education</td>
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<tr>
<td><strong>F Sept 25</strong></td>
<td>Conducting the FBA: Gathering Information</td>
<td>Umbreit et al., (2007) Part One Introduction &amp; Ch. 2</td>
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<td><strong>M Sept 28</strong></td>
<td>Conducting the FBA: Interviews</td>
<td>Umbreit et al., (2007) Ch. 3 Additional Interview tools posted on Sakai</td>
<td>Application: Teacher interviews</td>
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<td><strong>W Sept 30</strong></td>
<td>Conducting the FBA: Measuring Behavior</td>
<td>Umbreit et al., (2007) Ch. 4</td>
<td>Application: Collect behavioral data</td>
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<td><strong>F Oct 2</strong></td>
<td>Behavioral Assessment of Diverse Learners: Measuring Behavior cont.</td>
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<td><strong>M Oct 5</strong></td>
<td><strong>NO CLASS</strong> (Fall Break)</td>
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<td><strong>W Oct 7</strong></td>
<td>Data Analysis &amp; Instructional Recommendations</td>
<td>Umbreit et al., (2007) Ch. 5</td>
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<td><strong>F Oct 9</strong></td>
<td>Go on site to collect data if needed</td>
<td>O'Neill et al., (1997) Ch. 3</td>
<td>Application: Student interview</td>
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<td><strong>M Oct 12</strong></td>
<td><strong>CLASS ON CAMPUS</strong> (CPS Holiday)</td>
<td>Data Analysis &amp; Instructional Recommendations cont.</td>
<td>Function-based intervention strategies references posted on Sakai</td>
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<td>F Oct 16</td>
<td>Distinguishing between Language Acquisition &amp; Learning Disability</td>
<td>Herrera et al., (2013) Ch. 3 &amp; 7</td>
<td>Special Education Focal Student Project Due by Monday Oct. 20th</td>
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<td>English Language Learning (4 weeks)</td>
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<td>W Oct 21</td>
<td>ELL Introduction</td>
<td>Spinelli article</td>
<td>Application: Student selection</td>
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<td>F Oct 23</td>
<td>NO CLASS</td>
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<td>M Nov 2</td>
<td>Reading Development &amp; Assessments</td>
<td>Herrera et al., (2013) Ch. 6 Klingner &amp; Geisler O’Malley &amp; Pierce: Reading tools/rubrics</td>
<td>Application: Reading assessment</td>
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<td>W Nov 4</td>
<td>Writing Development &amp; Assessments</td>
<td>Spence article O’Malley &amp; Pierce: Writing tools/rubrics</td>
<td>Application: Writing assessment</td>
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<td>F Nov 6</td>
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<td>M Nov 9</td>
<td>Data Analysis &amp; Instructional Recommendations</td>
<td>Herrera et al., (2013) Ch. 8</td>
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<td>W Nov 11</td>
<td>NO CLASS</td>
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<td>F Nov 13</td>
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<td>ELL Focal Student Project Due</td>
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