TLSC 407: Individualized Assessment and Instruction for Diverse Students
Sequence 3: Policy and Practice in Urban Classrooms
   EL Module (2 Weeks)
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Summer 2015

Instructor Information
Name: Joseph Elliott, M.A.
Email: jelliott1@luc.edu
Office hours by appointment

EL Module Information
Section 2
Dates: June 29 – July 9
Days: Monday – Thursday
Times: 9:00am – 1:00pm
On Campus Location: LSC Mundelein 303
School-Site Location: Onward Neighborhood House, 5423 W Diversey Ave, Chicago, IL 60639

Section 1
Dates: July 13 – July 23
Days: Monday – Thursday
Times: 9:00am – 1:00pm
On Campus Location: LSC Mundelein 303
School-Site Location: Niles West High School, 5701 Oakton Street, Skokie, IL 60077

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 one student, 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. (g1D, g1F, g1G, g1H, g1I) (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. (a2E; a1C) (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. (b1E, b1H) (IB)
- Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (a1A) (IB)
Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers and schools. (a1A; c1C) (IB)

Use various types of assessments appropriately to accommodate individual needs and facilitate achievement of learning outcomes for all students. (e2E, g2H) (IB)

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. (g2I) (IB)

Use a range of alternative forms of assessment. (g2B, g2H) (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. (c2G, e2H, g2F) (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. (a2E) (IB)

Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)

Create and conduct FoK assessments to understand the cultural, linguistic, and familial practices and discern the unique backgrounds of students. (c2C) (IB)

Utilize knowledge of second language acquisition to recognize differences between language proficiency and learning exceptionality. (a1D) (IB)

Use data to evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (d2D, d2I, e2B) (IB)

IDEA Objectives
Teachers and teacher candidates will:

- Learn the fundamental principles, generalizations, and theories related to the assessment of English language learners (ELLs), bilingual students and students with IEPs.
- Develop specific skills, competencies, and points of view needed in the field of education to appropriately assess ELLs, bilingual students, and students with IEPs.
- Learn to apply course material by conducting authentic assessments with ELL and bilingual students and functional behavioral assessment with students with IEPs to design corresponding instructional intervention and support.

Grading Policy & Scale
The final grade is based upon the completion of course requirements, as weighted below and following this scale:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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Professionalism

Participation and Attendance:
It is expected that teacher candidates in demonstrate high levels of professionalism and responsibility in all aspects of their work in this module. In order to complete all assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in the PK – 12 classrooms and module instructional sessions on campus. In the event of approved or excused absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective schools. The following guidelines for participation will be considered in the module grades.

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.

Attendance and Late Work:
• 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
wishes 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.

- All written work should be handed in on the due date. Exceptions to this policy are rare and are for extreme cases supported by documentation (e.g., doctor's note). Late work will be assessed penalties according to the following scale: 1 day late = 10% deduction; 2 days late = 20% deduction; 3 days late = 30% deduction; 4 days late = 40% deduction; 5 days late = 50% deduction. Assignments more than 5 days 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. 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. Finally, candidates will work in small groups and facilitate a research article discussion and present about their EL focal student during week 3, which will count towards their final participation grade.

- **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., funds of knowledge, oral language, reading, writing). Candidates will make suggestions for instructional accommodations related to each language domain.

- **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 work individually to 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.

- **Summer B Summative Assessment: 10% of final grade**

Module Readings

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.

Technology
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).

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

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/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by
applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University--a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

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EL Module Calendar and EL Focal Student Rubric Posted in Sakai