

Please print out this syllabus. Then sign that you have read and agree to the policies stated in this course syllabus. Points for this will be awarded on January 19th or 24th

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 359 Reading in the Elementary School Spring 2011
Section 003: Mondays and Wednesdays, 8:15 – 10:10 Mundelein 620
Section 004: Mondays and Wednesdays, 10:25 – 12:15 Mundelein 308
Clinicals: Part of Ed. Block I Schedule Only

Blackboard Course Site:<http://blackboard.luc.edu/webapps/login>

Please check this official website for any changes in the schedule or office hours. In case of emergency, clinical school site closing or special circumstances, information will be posted.

Dr. Jane Hunt - Jhunt2@luc.edu

Campus Office: 433.1 Granada, LSC

Campus Phone: (773) 508 - 8329

Office Hours: Before or After Class and also by appointment. Monday afternoons from 1:45 – 3:00 p.m., except once monthly when Teaching and Learning Faculty Meetings are held.

Block I Drop In Session Time: Wednesday afternoons from 1:45 – 3:00 p.m. Teacher Candidates do not need an appointment to stop in during this time for extra assistance or to discuss issues related to teaching and/or the Block. It is highly encouraged that candidates take advantage of this opportunity to receive extra help or to borrow additional materials.

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, P. 3 of this syllabus*.

COURSE DESCRIPTION: The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K – 8 elementary classrooms and will emphasize the scientific foundations of reading instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state standards will be emphasized. Tier 1 classroom literacy interventions in accordance with Response to Intervention philosophy and practice will be highlighted. The needs of all children including those with special needs based on exceptionalities or on diversity of language or culture will be embedded in all course experiences. Current multi-cultural children's literature will be used in simulated classroom teaching experiences. Clinical experiences, supervised by the Elementary Education Block I Faculty team will provide opportunities for students to connect teaching theory with classroom practice during the five week school site based practicum.

CLINICAL SITES:

John Middleton Elementary School
8300 N. St. Louis Avenue
Skokie, IL 60076
(847) 673 – 1222
Ms. Dana Otto, Principal

Martin Luther King, Jr. Lab School
2424 Lake Street
Evanston, IL 60201
(847) 859 - 8500
Dr. Jeffrey Brown, Principal

Walker Elementary School
3601 Church Street
Evanston, IL 60203
(847) 859 – 8330
Ms. Karen Evans, Principal

Note: Teacher Candidates will be assigned to one of the schools listed above based on the needs of their program. Individual classroom placements are made by the school principals based on information provided by the students in their letters to them, and these placements are approved by LUC Block I Faculty. Teachers will complete evaluation forms rating teacher candidates' classroom performance at the end of the clinical practicum. These will be used to mentor teacher candidates and to address areas where they are on target in their professional preparation and areas where they need to focus on improvement. These will not be used as to determine official course grades.

Elementary Education Block I Handbook: No later than the beginning of the third week of classes, candidates will have access to the Block handbook on Blackboard. All schedules, assessments, requirements, lesson plan materials, evaluation forms and school based information is provided in this document. School based teachers and administrators will also receive printed copies of this handbook.

REQUIRED TEXTS:

- Armbruster, Bonnie B. and Jean Osborn. (2001) *Put Reading First: The Research Blocks for Teaching Children to Read*, third edition. U.S. Department of Education: National Institute for Literacy. (Link to pamphlet provide on Blackboard)
ISBN: 0-590-31510-2
- Boushey, Gail and Joan Mosher. (2006). *The Daily Five*. Portland, ME: Stenhouse.
ISBN: 1-57110-429-1
- Soto, Gary. (1992). *The Skirt*. New York: Yearling Books. ISBN-10: 0440409241
- Tompkins, Gail E. (2011). *Literacy in the Early Grades*, 3rd Ed. Upper Saddle River, NJ: Pearson, Allyn and Bacon. ISBN – 10: 0-13-702787-7

Supplemental Resources:

- Baer, G. Thomas & Dow, Roger S. (2007). *Self Paced Phonics: A Text for Educators, 4th Ed.* Upper Saddle River, NJ: Pearson, Allyn and Bacon.
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Blachowicz, Camille & Fisher, Peter. (2009). *Teaching Vocabulary in All Classrooms, 4th Ed.* Upper Saddle River, NJ: Pearson, Allyn and Bacon.
- Blevins, Wiley. (2006). *Phonics From A to Z, 2nd Ed.* New York: Scholastic Professional Books.
- Boushey, Gail & Joan Moser. (2009). *The CAFÉ Book: Engaging All Students in Daily Literacy Assessment and Instruction.* Portland, ME: Stenhouse.
- Buehl, Doug. (2008). *Classroom Strategies for Interactive Learning, 3rd Edition.* Newark, DE: International Reading Association.
- Fountas, I. C., & Pinnell, G. S. (2008) *When Readers Struggle: Teaching That Works.* Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2007). *The Continuum of Literacy Learning: Grades K – 8.* Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2007). *The Continuum of Literacy Learning Grades K – 2: A Guide to Teaching.* Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2007). *The Continuum of Literacy Learning Grades 3 – 8: A Guide to Teaching.* Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for Comprehension and Fluency: Thinking, Talking and Writing about Reading, K – 8.* Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (1999). *Voices on Word Matters: Learning about Phonics and Spelling in the Literacy Classroom.* Portsmouth, NH: Heinemann.
- Harvey, Stephanie & Goudvis, Anne. (2007) *Strategies that Work: Teaching Comprehension for Understanding and Engagement.* Ed. Portland, ME: Stenhouse.
- Keene, E. O. (2008). *To Understand: New Horizons in Reading Comprehension.* Portsmouth,

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NH: Heinemann.

McLaughlin, M. (2003). *Guided Comprehension in the Primary Grades*. Newark, DE: International Reading Association.

Miller, Debbie. (2002). *Reading with Meaning*. Portland, ME: Stenhouse.

Rasinski, Tim. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency and Comprehension*. New York: Scholastic Professional Books.

Required Readings on Blackboard: There are several articles and resources posted under course documents.

REQUIRED SOFTWARE: Live Text Software Account

This will be used in other Block I courses and throughout your program including Student Teaching.

Teacher Candidates will be required to utilize the Live Text Software for the development of clinical lesson plans for this course. Please activate this as soon as you receive it.

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

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/>

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/>

Conceptual Framework

Teacher candidates in CIEP 359 will be expected to demonstrate "professionalism in the service of social justice" in course and clinical experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class and particularly in pre-professional experiences at the clinical school site. Knowledge of literacy concepts, curriculum, instructional strategies and practices based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be

expected. The significance of providing access to literacy skills to all students and all populations will be emphasized. The following CF standards will be assessed in the CIEP 359 Core Assessment: Literacy Lesson Plan, which will be created and taught at the clinical site.

School of Education Conceptual Framework Standards:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

Technology

Teacher candidates in CIEP 359 will be expected to demonstrate evidence of professional technology skills. This will be evidenced in effective use of Live Text software for the development of three individually planned and taught literacy based lesson plans to be taught during the five week clinical experience. Teacher candidates will also be expected to utilize a variety of websites including Blackboard, ISBE and literacy related professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach.

Diversity

It is expected that teacher candidates in CIEP 359 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at our clinical school site.

COURSE OBJECTIVES:

In combined experiences from course readings, demonstrations, modeling, mini- lessons, and discussions, along with clinical hours on-site participation, by the end of the semester, a student enrolled in CIEP #359 will demonstrate beginning competence in the following knowledge base, skills, and strategies:

Chicago Teacher Partnership Program Course Outcomes:
1c. knows how to plan effective literacy instruction for all students.
1b. knows US Common Core and Illinois instructional standards for the English Language Arts.
1f. understands the importance of providing opportunities for speaking and listening, particularly for English language learners.
2a. understands the interrelatedness of the major components of reading (phonemic awareness, word recognition and phonics, vocabulary, comprehension, and fluency) and their role in fluent reading.
2b. understands the relationships between English phonology and English orthography (e.g., sound-symbol correspondences, spelling patterns, consonants, vowels, digraphs, blends, syllabication) and their role in learning to read.
2l. teaches students basic print and text concepts (e.g., alphabet, high frequency words, directionality, book formats, spaces).
2m. uses research-based approaches to teach phonological awareness (e.g., words, syllables, phonemes, onset-rime, segmentation, blending).
2n. uses research-based approaches to teach decoding (e.g., sound-symbol relationships, spelling patterns, syllabication) of regular words, irregular words, and multi-syllable words, in isolation and within texts.
2o. uses research-based approaches to teach students to read fluently with sufficient accuracy, rate, and expression.
3b. knows research-based techniques for teaching communication skills to students' whose first language is not English, and how to modify English Language Arts instruction to address the special needs of these students.
4b. understands how to communicate in culturally appropriate ways with various audiences (students, families, school personnel, and the community in general) in both oral and written formats.

4c. understands strategies for collaborating with families to promote student learning, the benefits of doing so, and potential barriers.
4d. understands the importance of learning about students' interests, abilities, and backgrounds and how to use this information to plan instruction and foster a supportive and respectful classroom community.
4e. understands the role of motivation in literacy development and the factors that contribute to motivation and engagement.
4f. understands the importance of acquiring and organizing a classroom library that reflects students' interests, backgrounds, and abilities.
4g. understands how to promote cooperative and productive group work and discussions.
4h. uses appropriate grouping (effective balance of whole class, small group, independent, and computer-based work), management, and organization techniques in the classroom.
4i. establishes respectful and productive relationships with parents/guardians and seeks to develop partnerships to promote student learning and well-being.
4j. learns about the at-home literacy practices of students and their families and connects literacy learning practices at school to those at-home practices.
4k. considers student achievement, backgrounds, and interests when choosing literacy materials and planning instruction.
4l. models and shares real-life purposes for reading and writing.
4m. reads aloud to students from high quality literature to share his/her enthusiasm about reading as well as a means for sharing effective reading strategies.
4n. plans and implements literacy instruction that provides internal and external motivation to students, and helps students understand individually meaningful purposes for reading.
4o. creates a classroom library (print and digital resources) that reflects students' interests, backgrounds, and abilities.
5a. knows a variety of formal and informal classroom-based assessments for screening, diagnosis, and progress monitoring of student performance in reading, writing, spelling, and oral language.
5b. understands when students are meeting developmental benchmarks in reading, writing, speaking and listening and how to provide targeted, differentiated instruction when students are not reaching these criteria.
5c. knows how to plan daily lessons that incorporate informal assessments.
5d. recognizes the importance of using and interpreting data for instructional decision-making.
5e. understands the basic tenets of Response to Intervention and its implications for classroom instruction in the English Language Arts.
5f. knows how to collaborate with a variety of school based professionals to communicate, analyze and utilize a variety of assessment data.
5g. uses formative and summative classroom based assessment (e.g., phonemic awareness, decoding, fluency, vocabulary, background knowledge, comprehension, writing, spelling, language) as basis of differentiation of instruction.
5h. uses assessment data to determine effective grouping for instruction.
5i. uses assessment data to plan/modify instruction to meet students' needs.
5j. collaborates with a variety of school-based professionals to communicate, analyze, and use assessment results to meet students' instructional needs.

1. Demonstrate a high level of competence in the use of the English Language Arts. [ACEI 2.1]
 - Utilize these skills in order to develop, teach and connect lessons in reading, writing, speaking, viewing, listening and thinking skills.

2. Define, develop, and refine personal beliefs regarding literacy instruction based on research and best practices. [ACEI 1.0, 2.0, CF 1,]
 - Recognize the significance of quality core reading instruction for all learners.
 - Recognize mature literacy processes and their patterns of development.
 - Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
 - Consider and discuss the significance of "service" and "ethics" in today's educational climate and the responsibility educators today have in our schools' cultures with respect to literacy education.

- Learn how to organize students and classrooms for literacy instruction that addresses the needs of all learners.
 - Consider and create instructional plans geared toward struggling readers in order to close the achievement gap for literacy instruction.
3. Understand the science of reading through current research based practices and their connection to literacy instruction. (Phonological Awareness, Phonics, Vocabulary Development, Fluency, Text Comprehension). [ACEI 2, CF 1]
- Recognize the significance of high quality research based practices in the delivery of core instruction.
4. Link ideals of comprehensive literacy instruction to instructional planning, implementation and assessment. [ACEI 3, ACEI 4]
- Develop strategies for assisting children’s acquisition of knowledge about print and cueing systems (Visual, Semantic, Syntactic)
 - Recognize the connections between comprehension, vocabulary and oral reading fluency.
 - Develop strategies that facilitate development of the reading comprehension process through creative and stimulating instructional techniques that help students develop individual responses to text.
 - Understand skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
 - Learn how to select and utilize literature to develop skills based instruction and that presents content particularly appropriate with respect to students’ cultures and language.
 - Develop lesson and unit plans that demonstrate the use of a variety of instructional strategies and are designed to meet the needs of diverse student populations.
 - Incorporate quality multicultural literature into literacy instruction.
5. Learn effective informal and formal strategies for assessing literacy development. [ACEI 4]
- Understand the use of Curriculum Based Measures for Reading as screening and benchmarking tools within the Response to Intervention framework.
 - Conduct and score progress monitoring assessments for reading
 - Recognize behavioral responses to reading
 - Analyze and record qualitative features of oral reading
 - Plan classroom based literacy lessons based on assessment data
6. Recognize that all learners have special needs and design literacy learning experiences for students with respect to their individual learning situations. [ACEI 1, ACEI 2.1, ACEI 3, CF 4]
- Understand the Response to Intervention philosophy with respect to literacy instruction and the classroom teachers’ role.
 - Recognize that English Language Learners have significant cognitive demands placed on them as they learn to listen, speak, read and write in English along with their native languages and that they should be taught in purposeful and authentic contexts.
 - Recognize and utilize research based teaching methods that are appropriate for all literacy learners, and make adjustments where appropriate for ELL learners.
 - Plan Tier I (RtI) literacy interventions based on data driven decision-making. learners and English language learners.
7. Utilize computers and related technology in ways that facilitate the emerging roles of the learner and the educator with respect to the teachers’ knowledge base, instructional planning, and curriculum and instruction in the areas of reading/language arts. [ACEI 3.5,CF 5]

In addition to the content based connections and applications between coursework and clinicals, the following additional objectives correspond directly to the clinical session, and will be met through the teaching of guided reading lessons.

8. Integrate and apply knowledge for instruction and assessment. [ACEI 2.1, ACEI 3, ACEI 4, CF 1, CF 4]
 - Understand, apply and utilize the Illinois Learning Standards/Common Core Standards in lesson planning.
 - Promote all students' ability to apply language and thinking skills to many different genres, concepts, and situations.
 - Actively engage all students in the teaching/learning process.
 - Consider issues relating to the needs of diverse students and adapt planning and instruction with needs of all students in mind.
 - Use formative assessments to design effective instruction
9. Recognize and practice professional behaviors of developing career teachers. [ACEI 5.1]
 - Reflect on and evaluate the effectiveness of professional instruction and behavior.
 - Develop professional relationships with administration, faculty and staff at the clinical site.
 - Follow school policy and procedures that respect the boundaries of professional responsibilities, when working with students, colleagues, and families.

Please note the following additional information related to this course:

- **In order to participate in clinicals, teacher candidates in Block I will need to have completed all required course assignments and have earned grades of C or above in all courses. Block I faculty will conduct a review of candidates' performance prior to finalizing placements at clinical sites. Successful completion of clinicals is required to pass Block I.**
- **Students may not use computers, the internet, cell phones or PDAs during class unless approved by the professor based on a special need or authorized circumstances. These may be used without approval prior to class, during official breaks, or afterward. Students who do not follow these guidelines may not earn their participation points for the session.**
- **Clinicals will be held daily from 8:00 a.m. until noon for approximately five weeks, Monday through Thursday, beginning officially on Monday, March 14th and ending on Wednesday, April 20th. Teacher candidates may not make individual arrangements for clinicals or determine individual schedules with their classroom teachers. LUC faculty and school site administrators will determine placements.**
- **The course schedule listed below is an initial tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics. In the event of an emergency, school closing, etc., please consult the Blackboard Website for general announcements.**
- **Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded.**
- **Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.**

CALENDAR

Topic

Assignment Due

Note: Required Live Text Training Session for Elementary Ed. Block I Courses will be held in a campus computer lab and candidates will be notified of time and date for the session options.

***Rubrics MUST be handed in with all assignments**

1.) Jan. 19	Course Introduction Course Key Content Terms The Science of Reading- <i>Put Reading First</i> : Phonemic Awareness, Phonics, Vocabulary, Text Comprehension, Fluency; Becoming an effective teacher of reading <i>Martin’s Big Words</i> Readers’ Theater (MLK, Jr.)	<u>Course Syllabus</u> <i>Put Reading First</i>
2.) Jan. 24	Personal reading histories Cueing Systems Characteristics of Effective Reading Programs Illinois School Library Association Awards: Bluestem, Monarch and Rebecca Caudill Awards	Bring Course Syllabus LITEG, ch. 1
3.) Jan. 26	Early Literacy Print Concepts and Phonemic Awareness	LITEG ch.2 <i>Put Reading First</i>
4.) Jan. 31	Alphabet Principle /Phonics	LITEG, ch. 4 Supplemental materials on Blackboard Autobiographical literacy essay due
5.) Feb. 2	The Daily Five Introduction to <i>The Daily Five</i> , Classroom Management for Literacy Instruction	<i>The Daily Five</i> Intro – p. 44 Clinical Letter due
6.) Feb. 7	Building Fluency (oral reading fluency and readers’ theater) <i>The Daily Five</i> , Cont. Clinical Letter due	LITEG, ch. 6 Daily Five Chapters
7.) Feb. 9	Daily Five Presentations Literacy Block Instruction	Presentations Daily Five Chapters
8.) Feb. 14	Increasing Reading Vocabulary Begin <i>The Skirt</i> - Chapters 1 – 3 (read in class) Predict-o-gram, Book bits, cloze	LITEG ch. 7
9.) Feb. 16	Teaching Reading Comprehension <i>The Skirt</i> - Chapters 4 – 6 Comprehension Strategies: Think Alouds, DRTA, Story Mapping, Open Mind Portraits	LITEG ch. 8
10.) Feb. 21	Reading Comprehension, Cont. <i>The Skirt</i> – Chapters 7 – 8 Inferencing, Synthesizing, Connecting, Visualizing, Evaluating Strategies: Character Quotes, Discussion Web	LITEG ch. 9 Literacy Block Plan Due
11.) Feb. 23	Midterm, RAN (Reading and Analyzing Nonfiction, Tony Stead)	

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- 12.) Feb. 28 Clinical Lesson Plan Preparation: LITEG ch. 10
Preparing to plan and teach guided reading
lessons incorporating Print Concepts, Phonics, Alphabet Principle,
Phonemic Awareness, Vocabulary, Fluency, Building Background
Knowledge, Listening and Text Comprehension,
Eric Carle and Helen Lester Author Study Units
- 13.) March 2 Assessing Literacy Development LITEG ch. 3
Running Records

Five Week Clinical Session – Monday through Thursday, approx. 8:00 to Noon, depending upon school schedules. Kindergarten Emergent Literacy Lessons at King Lab and Second Grade Readers’ Theater lessons at Walker will be taught on Mondays. Second Grade Readers’ Theater Lessons will be taught at Middleton on Wednesdays.

- Week of March 14th Begin Clinicals
Week of March 21st Week of Clinical literacy lesson observation
Week of March 28th Teach First clinical guided reading lesson in District 65
Week of April 4th Teach First clinical guided reading lesson in District 73.5
Week of April 11th Teach Second clinical guided reading lesson
Week of April 18th Teach Third clinical guided reading lesson Nov. 15th
Wednesday, April 20th Final Day of clinicals

13. Thursday, April 21 TBA Preparation for Poster Session

No Class Monday, April 25 Easter Monday

14.) April 27 Review of clinical site literacy experiences,
RtI Assessment, Interventions for struggling readers,
Data Based Decision Making for Literacy

14.) May 2 Ed. Block I Poster Session Presentation Day
LSC 8:30 – 11:30
Poster Session Essay due on Live Text

Assignments and Points for Grading:

Grades will be posted on Blackboard

Class:

Course Syllabus Print Out	5
Autobiographical Literacy Essay	30
Letter to Clinical Site Principal	10
Daily Five Group Presentation	20
Literacy Block Lesson Plan	40
Midterm	
Objective and Extended Response Test	100
Ed. Block I Poster Session –	21
Essay to support poster	
Class Participation	3 per class session
In class activities	
Live Text and Clinical Visit sessions (Preparation and Participation Professional Promptness)	

(Attendance at clinicals is included in lesson plans)

Clinicals:

Guided Reading Lesson Observation. Clinical site	20
Guided Reading Lessons (candidates teach small group lessons) – three lessons on Live text	40 each

Grades: A (92%) B (82%) C (72%)

COURSE REQUIREMENTS

TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM LISTED IN THE T21C HANDBOOK, INCLUDING THOSE FOR CLASSROOM AND CLINICAL SITE DISPOSITIONS. (These are also posted on the Blackboard Website.)

All student work should demonstrate serious effort and professionalism.

All work must be individually completed. Credit must be given to original sources.

All assignments including lesson plans and the literature unit must be typed.

All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.

If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone.

Learning Partners can share responsibility for collecting handouts or handing in materials.

Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session and hand in materials due.

- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor or attend drop in sessions to receive additional assistance prior to the date the assignment is due.
- Official midterm grades will be given on all work prior to the beginning of the clinical sessions.

Required Readings: Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

Key Content Terms: A list of course terms will be provided to teacher candidates and available on the Blackboard website. This list is intended to help in the learning of terms and concepts significant in the teaching of literacy. These terms will also provide a framework for study and review when taking the Illinois State Certification examinations. Teacher Candidates will be responsible for learning these terms and will be tested on them.

Autobiographical Literacy Essay: Teacher candidates will write a three-page essay reflecting on their personal literacy development. They should consider how and when they learned to read and write, teachers or family members who made contributions, language factors, instructional memories, groupings, assessment, books or resources they recall being used for personal or instructional reading, etc. The assessment rubric will be found on the Blackboard website.

Letter to Clinical Site Principal:

A one page letter of introduction written in business letter format will be used to send to the clinical school. This letter will be used by the school principal to place the teacher candidate with an appropriate classroom teacher. Three copies will be required along with the rubric. One copy will go to the school office, a second will be forwarded to the classroom teacher with whom the teacher candidate will be

placed, and a third will be kept on file at Loyola. All three copies should be handed in to the course instructor who will deliver the letters to the appropriate schools.

The Daily Five Group Presentation: Teacher Candidates will work in teams to read, research, and present a lesson to their peers from Ch. 4 – 6 of *The Daily Five* professional book. Each presentation will include an overview of the chapter content, including key terms, modeling, an “I” chart, and independent practice. The assessment rubric will be posted on Blackboard, and group grades will be awarded.

Literacy Block Lesson Plan:

Teacher candidates will develop a lesson plan that includes both a shared reading and guided reading lesson component suitable for a K – 4 classroom. The use of 2010 Common Core standards and developmentally appropriate children’s literature and guided reading materials will be the focus of this plan. The rubric will be available on Blackboard.

Clinical Site Sessions: The students and teachers at our clinical sites plan for and depend on our involvement in their program. As a result, prompt and reliable attendance is mandatory. Teacher candidates will be expected to demonstrate professional behavior at all times and to follow the guidelines listed in the Elementary Ed. Block I Handbook. These are also posted on the Blackboard website. Teacher candidates are expected to present themselves in a professional manner in dress and in all dealings with school faculty, staff, students, and parents. Teacher candidates will be responsible for obtaining materials and planning lessons in advance of each instructional session. Teacher candidates will be expected to implement the strategies and methods that have been presented, modeled or discussed in class sessions.

Four morning sessions will be held in clinical site elementary school classrooms during the morning literacy block. The first week teacher candidates will observe a primary grade classroom teacher’s literacy instruction, will interact with small groups of students, and will discuss this observation afterward with the course instructor. On the following three weeks, teacher candidates will prepare and teach small group research based strategic literacy lessons in the same classroom with the same small group of students. These lessons will be observed by the course instructor and the classroom teachers. Discussion of these lessons will be held on site following the lessons.

Clinical Literacy Lesson Plans:

Live Text must be used to create three small group literacy lesson plans for this course and one individual intervention lesson. The final plan, titled “Lesson Plan” in Live Text is a Core SOE Assessment.

- Plans must be posted prior to the 8:00 a.m. on the day they will be taught. They must be printed out and placed on the table during the lessons where the classroom teachers, course instructor or school administrators can view them. Classroom teachers may require that they be handed into them prior to the date of the lesson for approval. These must be professionally, thoughtfully and thoroughly prepared.
- Following this, a reflection should be added to the plan on LiveText no later than midnight, two days following the teaching of the lesson. This is necessary so that feedback can be provided prior to the teacher candidates’ development of the subsequent lesson plan. Reflections may not be credited if not submitted on time.
- **Teacher candidates will not be allowed to teach without proper printed plans, and make up sessions will not be arranged due to this, per our agreement with the classroom teachers.**
- Prior to the teaching of the first lesson, teacher candidates will be required to observe a guided reading lesson in a classroom at the clinical site with the students they will be teaching the small group literacy lessons. The response to this should be posted on LiveText following the lesson observation. Not only will the observation provide an opportunity to observe the students and

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instructional strategies used in the classroom, it will allow us to test the LiveText software prior to the development of lesson plans for clinical teaching.

Tests: There will be a midterm test given on the date listed above. This will cover material from coursework including assigned readings and in-class activities. Course Key Content Terms and phonics concepts will be assessed.

Class Participation: Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. Punctuality, responsibility, professionalism, preparedness and contributions are considered.

Ed. Block I Poster Session: This is a combined section Block I Culminating Event. Teacher candidates will prepare 3 sided poster board displays relating to their Clinical Experiences and share them during this session. A 2-3 page reflection stating why this ACEI standard was selected to showcase the experience will be included and posted on Live Text. The common rubric for all Block I courses will be posted on Blackboard and in Live Text. The Block I Faculty team will direct the morning's activities. Attendance by Block I Teacher candidates is required.

CIEP 359 Core Assessment: Literacy Lesson Plan

Demonstration of Content Knowledge

This lesson plan should demonstrate your knowledge of English Language Arts Curriculum and Instruction. You should demonstrate your ability to plan an effective lesson designed to teach reading, writing, speaking, viewing, listening and thinking skills. Please utilize multiple research-based strategies in the design of your lesson. Lessons should be focused and engaging. Students should have opportunities to think and respond creatively. The developmental level of the students should be considered with regard to the identification of standards, selection of materials, wording of objectives, appropriateness and validity of the assessment, instructional strategies and procedure. It is important to consider the individual and diverse needs of students. Include adaptations or modifications for learning and language needs, where applicable.

Standards - Include three or four Common Core literacy standards. Examples are provided. These provide the basis for your lesson.

Materials needed

Include a complete list of the materials you need for your lesson in this section. Add attachments whenever possible.

Learning Objectives

Develop no more than three or four objectives that provide specific student outcomes that can be demonstrated in this lesson. Write these in proper three part language. Include 1) strong learning verb 2) skill 3) context. These should all be linked to your standards/benchmarks as well as your assessment.

Samples

Students will be able to:

- Recognize the word wall words and identify a picture in the book that represents a word.
- Predict attributes that will be demonstrated by the character pictured on the front of the book.
- Identify elements of story structure by completing a story structure cube.

Assessment

In this section, please explain how this lesson will be assessed and include what specifically you are hoping to see demonstrated by the individual students in your reading group. Take into consideration that students have a range of abilities and learning styles. Can students meet your objectives and are they making progress in literacy? Provide a brief checklist directly aligned with your objectives and use it to provide your assessment data for all the students in your instructional group. Then provide your assessment data and discuss it in the reflection section.

Procedure - Before, During, After Reading

Include the following three sections in your guided reading plan procedure: "Before, During, and After" reading, writing, speaking or listening. Include opportunities for students to think creatively. Number your steps in each section. Provide complete details so that another teacher would be able to teach from your instructions. Write this in a manner that is easy for you to use while teaching.

Before - Introduce the lesson to the students. This will include word wall words. List the five words you use as focus for this lesson. Share additional frontloading procedures or activities. Set your purposes for reading / writing / speaking / and/or listening and make predictions as to what the text will include.

During - Explain in detail the "To, With or By" instructional strategies that will be used to teach reading, writing, speaking, viewing, listening and thinking skills. These strategies should keep students focused and engaged.

After - Describe your follow up activities. These should involve active student participation and should be directly related to comprehension, vocabulary, phonemic awareness, phonics, fluency or writing.

Plan used for instruction

In this section, please list the date and place, when and where this lesson was taught. Please also list the name of the professor who observed this lesson.

Reflection

In this section, please provide specific responses to the following questions:

1. How did the lesson go? Provide reflective/ evaluative information rather than simply a summary of the lesson.
2. What did you learn from the children? What specific literacy skills did they demonstrate? Did they accomplish your standards and objectives? Provide your assessment data here.
3. What will or would you do in future lessons based on what you learned from teaching this lesson? Use your assessment data to guide future instructional decisions.

CIEP 359 S11 Reading/Language Arts Lesson Plan Rubric

The CIEP 359 lesson plan and this rubric are used for Guided Reading lessons at the clinical sites.

	Target (40 pts)	Acceptable (36 pts)	Unacceptable (28 pts)
Content Knowledge (2, 11%) ACEI.1 ACEI.2.b ACEI.3.a IL-LUC-CF.1	Targeted performance is evidenced by demonstrated effective use of research based instructional strategies in reading, writing, speaking, viewing, listening and thinking skills. Considerations are included for the diversity of learners in the instructional group.	Acceptable performance is evidenced by inclusion of instructional strategies for reading, writing, speaking, viewing, listening and thinking skills.	Unacceptable performance is evidenced by failure to plan and or teach reading, writing, speaking, viewing, listening and thinking skills. The plan does not specifically include how this targets the specific needs of the students.
Introduction (1, 5%)	Targeted performance is evidenced by a clear and concise description of the purpose and context for this literacy based lesson.	Acceptable performance is evidenced by the inclusion of a statement telling the purpose and context for this literacy based lesson.	Unacceptable performance is evidenced by failure to include a clear or purposeful introduction to this literacy based lesson.
Standards (1, 5%) ACEI.2.b	Targeted performance is evidenced by appropriately identified	Acceptable performance is evidenced by the identification	Unacceptable performance is evidenced by English

	Target (40 pts)	Acceptable (36 pts)	Unacceptable (28 pts)
ACEI.3.a	Common core 2010 English/ Language arts standards linked instructionally to lesson objectives.	of appropriate Common Core 2010 English/Language arts standards.	language arts standard(s) that are too broad, too difficult for developmental level, or repeated too frequently throughout the three sequential lessons.
Resources: Materials (1, 5%) ACEI.1 ACEI.2.b	Targeted performance is evidenced by developmentally appropriate age and interest level materials that have been effectively utilized for the lessons. They are creative and interesting. Complete information is provided about them.	Acceptable performance is evidenced by the materials working adequately to teach the objectives. Basic information about them is provided.	Unacceptable performance is evidenced by the choice of materials is being questionable for the age and reading level of the student. Little effort was placed into selecting or developing appropriate materials.
Objectives (2, 11%)	Targeted performance is evidenced by three or four literacy objectives that are written in correct format, are appropriate for this lesson, and are effectively linked to the standards, assessment and instructional procedure.	Acceptable performance is evidenced by literacy objectives included that demonstrate the instructor's basic intent for the student outcome and are linked to the rest of the plan.	Unacceptable performance is evidenced by literacy objectives that are poorly written or not included. They are not supported by the procedure as it is described. They may be broad and are repeated each week.
Assessment (2, 11%) ACEI.4	Targeted performance is evidenced by an effective and purposeful plan for measuring how students meet the desired outcomes for the lesson. A chart should be included with informative assessment data provided following the instruction.	Acceptable performance is evidenced by the use of a chart that demonstrates how students meet the desired outcomes for the lesson.	Unacceptable performance is evidenced by the lack of clear or specific opportunities for achievement to be assessed or lack of a system to measure and record outcomes.
Procedure/ Lesson Sequence (4, 22%) ACEI.3.b ACEI.3.c ACEI.3.d ACEI.3.e	Targeted performance is evidenced by the use of multiple effective research based instructional strategies and a variety of language activities. Creative thinking is promoted and facilitated. Complete instructional details are presented in a before, during, and after reading format. They are focused, sequential, and engaging. Plans specifically address the needs of this group of diverse learners.	Acceptable performance is evidenced by the attempt to use purposeful developmentally appropriate instructional strategies and a variety of language activities. Some opportunity for students' creative thinking is included. Details are provided under the before, during and after reading instructional headings. Plans are attentive to the needs of diverse learners.	Unacceptable performance is evidenced by failure to utilize multiple instructional strategies. There is little opportunity for creative response. The instructional directions listed under each are vague or incomplete. It would be difficult for any one else to teach from these instructional guidelines.
Plan Used for Instruction (1, 5%)	Targeted performance is evidenced by highly effective teaching of the lesson plan. Students are motivated and actively engaged. This lesson is successfully taught during clinicals. Information is provided that indicates when and when this lesson was taught.	Acceptable performance is evidenced by effective teaching of the lesson plan. This lesson is taught during clinicals.	Unacceptable performance is evidenced by unsuccessful teaching due to improper or incomplete planning that fails to address individual and group motivation and behavior. The lesson plan may not have been taught during clinicals.
Reflection (4, 22%) ACEI.4 ACEI.5.a ACEI.5.b	Targeted performance is evidenced by the reflection's complete and thorough discussion of information relating to the effectiveness of the lesson: what particularly went well and what might be revised in future	Acceptable performance is evidenced by the reflection's basic details clearly stating what happened when the lesson was taught, what the students could perform in the lessons, and	Unacceptable performance is evidenced by the reflection's failure to provide adequate details as to what happened when the lesson was taught, beneficial informal

	Target (40 pts)	Acceptable (36 pts)	Unacceptable (28 pts)
	teaching. Valuable informal assessment documentation is included that shares data and anecdotal information. This data is used to provide suggestions for follow up instruction.	specific suggestions for future work with the students.	assessment data, or specific suggestions for future lessons.
Overall Grade	Lesson Plan and its implementation demonstrate superior (target) work in all areas.	Lesson Plan and its implementation meet required standards in all areas.	Lesson Plan and its implementation are inconsistent in terms of quality, and fail to meet standards in more than one area.

Standards

ACEI.1

Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

ACEI.2.b

...English language arts-Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas

ACEI.3.a

...Integrating and applying knowledge for instruction-Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community

ACEI.3.b

...Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

ACEI.3.c

...Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills

ACEI.3.d

...Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments

ACEI.3.e

...Communication to foster collaboration-Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

ACEI.4

ASSESSMENT for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

ACEI.5.b

...Reflection and evaluation-Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally

IL-LUC-CF.1

Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.