CIEP 453:

Emergent Literacy
Loyola University Chicago

Professionalism in Service of Social Justice

LOYOLA
UNIVERSITY CHICAGO
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Preparing people to lead extraordinary lives

TIMES & LOCATION Tuesdays 4:15-6:45
Corboy Law Center (CLC) L14
August 25 – December 8, 2015

INSTRUCTOR: Michelle Lia, EdD

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OFFICE HOURS: before or after class or by appointment

The main purpose for this course is for candidates in the M.Ed. Reading Specialist Program at Loyola University Chicago to learn research-based skills and strategies regarding a comprehensive, balanced literacy program to support K-3 students with diverse needs as well as their teachers.

COURSE OUTCOMES:
Upon completion of this course, candidate will know and understand the following:
- How to assess early literacy skills
- Best practices in a balanced, comprehensive early literacy instruction program
- Resources for early literacy instruction
- How the findings of the National Reading Panel impact literacy instruction, including phonics, phonemic awareness, fluency, vocabulary, and comprehension
- How to develop, implement, and evaluate a balanced, comprehensive early literacy instruction program
- How to support teachers using a balanced, comprehensive early literacy instruction program

IDEA Objectives for Class Evaluations:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Meaningful technology use is encouraged. In class, you are welcome to bring and use a laptop and/or tablet.

*If you would like feedback on any assignment, submit the assignment via email. I will review the assignment using the rubric and provide feedback. If you are satisfied with the grade you would earn based on that feedback, you can submit that assignment to Sakai.

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REQUIRED TEXTS:
Bear, D., Invernizzi, M., Templeton, S., and Johnson, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instructions 6th Ed.* Upper Saddle River, New Jersey: Pearson/Prentice Hall.

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to early Literacy, 2nd ed.* Scottsdale, AZ: Holcomb Hathaway.

Also required -
Candidate will choose two books to read, one picture book and one chapter book, appropriate to read aloud to a K-2 classroom. These books can be accessed at a public, school, or personal library. These books do **not** need to be purchased.

TEXTS that are provided electronically on Sakai include...
- National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS)
- Common Core State Standards in English Language Arts and Appendices A, B, and C
- National Reading Panel report (2000)
- National Reading Panel for Teachers by Timothy Shanahan, PhD
- Summary of the National Early Literacy Panel (2008)
- Articles for required readings

OPTIONAL TEXTS and RESOURCES:
These will be shared in class, as well as being part of assignment 4.

Other resources will also be shared via Google folder for use after the conclusion of class. These resources may be shared with other teachers not taking this class.

> **FIELD EXPERIENCE:**
> ✓ Tutor one student in grade Kindergarten, first, or second grade
> ✓ Eight sessions
> ✓ Thirty minutes each session

ASSIGNMENTS – briefly (see rubrics pp. 8-14)

Assignment #1: Participation (140 points)

Candidates are required to thoughtfully and respectfully participate in class. This includes being prepared for class, thoughtfully reading the assigned reading before class, and being prepared to share reflections, applications, and questions. Candidates are also required to participate in class discussions in small groups and the whole group. Included with this participation is completion of Twitter Exit Slips. After each class, tweet twice: one tweet to share something you learned, and one tweet to share a "thought provoker" or reflection. Use the hashtag #CIEP 453. Participation will also be reflected in your dispositions rubric assessed on LiveText. (Disposition Rubric on page 8)

Assignment #2: Literacy Learning Log (LLL) (75 points)

Using a three-column method, reflect three times during the semester about our learning. The three columns include (1) a direct quote, idea, or question, (2) your personal responses as a proficient reader and as a literacy teacher, and (3) what practical applications you can make and/or what implications this has on your teaching and learning. Each three-column note sheet will be at least one page long. Examples will be shared in class. (Rubric page 9)

Assignment #3: Case Study of Tutee (100 points) LIVE TEXT ASSESSMENT

This case study will include four components: (I) Background Contexts, (II) Assessment Data, (III) Case Analysis and Instructional Recommendations, and (IV) Final Report. You will submit this to **LiveText**. You will prepare a technology presentation (PowerPoint, Keynote, Google Slide, etc.) to share student and tutoring artifacts and details about the case study with the class on our final meeting. You will also include a one-page 'planner' via Sakai that summarizes your eight tutoring sessions. (Rubric pp. 10-11)

Assignment #4: Professional Resource List (25 points)

Create a list of at least five professional books plus five more resources (web pages, Twitter handles) that you could share with preK-3rd grade teachers to support their literacy instruction. You will share this list in class, highlighting your favorite resources/the most valuable one via a round table "book talk." You will provide a handout for your colleagues. (Rubric page 12)

Assignment #5: Meeting the Needs of Students with Diverse Needs (25 points)

Find and read an article about meeting the needs of learners with diverse needs. This could be English Learners, students with cognitive disabilities like dyslexia, dysgraphia, a reading disability, boys or resistant readers, students with cultural backgrounds different than the dominant culture, etc. Write a summary, how this impacts you as a teacher of literacy, and your personal and professional reflections (~3 pages) about this article. Be prepared to share your findings and reflections in class. (Rubric page 13)

Assignment #6: Book Talk (25 points)

Choose two books, one picture book and one chapter book, appropriate to read aloud to students in K-2. "Sell it" to the class. Read aloud a small portion of one book to the class. Provide a handout to the class with the covers of the books, titles, authors, publishing information, and a short summary – no spoilers! Also include "companion" books and trans-curricular information. An example will be shared in class. (Rubric page 14)

*NOTE – The case study will be submitted and assessed in Live Text. Your dispositions will also be assessed in **LiveText**.

Due Dates and Grading

Assignment	Due Date	Points Earned
#1 Participation	Assessed each week: this includes two Twitter Exit Slip items (two tweets) each week	/140
#2 Literacy Learning Log (LLL)	Choose three due dates: one in September, one in October, and one in November or December	/75
#3 Case Study Part A: Assessments and Analysis (50 points) Part B: Case Report and Technology Presentation (50points)	Technology presentation due December 8: Be prepared to share and discuss the case study in class on December 8; Drafts of sections due on Sept.22, Oct 6, Nov 10 **LiveText** submission of case study and presentation due by December 15 @5:00	/100
#4 Professional Resource List	October 13: Be prepared to share and discuss in class; document due to Sakai October 13 at midnight	/25
#5 Meeting Diverse Needs - Article Reflection	October 27: Be prepared to share and discuss in class; document due to Sakai October 27 at midnight	/25
#6 Book Talk: one picture book and one chapter book for grades K-2	November 17: Be prepared to share and discuss in class; document due to Sakai November 17 at midnight	/25
	Total possible points:	**390**

Percent Range	Letter Grade
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
62% and Below	F

TENTATIVE SCHEDULE FOR CIEP 453

Date	Topic	Reading Due	Assignment Due
#1 Aug 25	Course Introduction Review of guiding standards Explain the twitter exit slip	Read article "Essentials of Early Literacy Instruction" (On Sakai)	Be prepared to share – 1.takeaways from summer classes 2. a summer book you loved!
#2 Sept 1	Assessment of Early Literacy How do I use assessment data to inform my instruction? Tutoring: do and don't	*Cecil, Baker, & Lozano chapter 13	
#3 Sept 8	What are the fundamental processes of reading? Why is it important for reading teachers to understand all aspects of the reading process? How is reading defined by researchers and practitioners in the field? What are the implications of the findings of the NELP and NRP? Do these findings hold true today?	*article: "Early Literacy Research Reutzel 2015 The Reading Teacher" (on Sakai) *Cecil, Baker, & Lozano chapter 1 * "NRP Summary Report" pp. 7-21 (on Sakai) * "National Early Literacy Panel Report" pp. v-xii (on Sakai)	
#4	September 15 NO CLASS: begin parts I & II of case study		
#5 Sept 22	A (brief) history of reading instruction key issues in phonics and whole language instruction balanced, comprehensive literacy CCSS-ELA Language Acquisition Emergent Literacy defined & its research Strategies for students learning English	*Cecil, Baker, & Lozano chapters 2 & 3	Draft of CASE STUDY part I: Background Contexts ("critical friend")
#6 Sept 29	Phonics and Phonemic Awareness What's the difference between phonics and phonemic awareness? Why are phonemic awareness and the alphabetic principle so important to emergent literacy? Strategies for learning phonics and phonemic awareness How does phonics fit into a comprehensive, balanced literacy program? Sight words Fluency	*Cecil, Baker, & Lozano chapters 4 and 5 *WTW pages _____	Last day to submit a LLL for September
#7 Oct 6	Spelling and Writing Spelling stages Teaching vs. assigning Writing workshop: writing all genres Use of the Gradual Release of Responsibility in writing	*Cecil, Baker, & Lozano chapters 6 and 9 *WTW pages _____	Draft of CASE STUDY part II: Assessment Data ("critical friend")
#8 Oct 13	Vocabulary How do children acquire word meanings? How does this information affect classroom instruction? What are two main types of vocabulary instruction? How do we meet diverse needs of students with regard to vocabulary?	*Cecil, Baker, & Lozano chapter 7 *WTW pages _____	Professional Resource List due: Share in class. Actual document must be submitted by midnight

	Candidates will share professional resource list with the class in a round table		
#9 Oct 20	Comprehension of Literary and Informational Texts -culturally responsive texts How do researchers define comprehension? How does this inform instruction? What strategies and skills do proficient readers use to construct meaning? What challenges do English learners and students with special needs face with regard to comprehension? What does an effective reading program look like?	*Cecil, Baker, & Lozano chapters 8 & 10 article: "Students' Close Reading of Science Texts" (on Sakai)	
#10 Oct 27	Differentiated Instruction and Meeting the Needs of Learners with Diverse Needs --Discuss diverse needs article: how do we provide resources and instruction for students with diverse needs?	*Cecil, Baker, & Lozano chapter 11 article: "Interactive Read Alouds for ELLs" (on Sakai)	*Diverse needs article due: Share in class. Actual document must be submitted by midnight *Last day to submit a LLL for October
#11 Nov 3	Backward Design Planning for Literacy What considerations must be made to plan a comprehensive, balanced literacy program that is aligned to standards and connected to content learning? How is the reading specialist/literacy coach involved in this? Assessment Plan	-Article: "Backward Design Wiggins & McTighe chapter 1" (on Sakai) -Article: "Understanding by Design Overview" (on Sakai) -Article: "wiggins-mctighe-backward-design-why-backward-is-best" (on Sakai) -Article: "Understanding KUDs" (on Sakai)	
#12 Nov 10	Share draft of case study with a critical friend Home as Partner How can teachers promote literacy development at home? How can teachers keep families informed about student progress in literacy? Extrinsic Rewards Public Library Partnerships	*Cecil, Baker, & Lozano chapter 14	Draft of CASE STUDY parts I, II, III
#13 Nov 17	Books and Technology Present book talk to class	*Cecil, Baker, & Lozano chapter 12	Book Talk due: be prepared to share in class. Actual document due at midnight
#14	November 24: No in-class meeting – make revisions and complete case study		
#15 Dec 1	Bringing It All Together: What is the role of the reading specialist? Teacher Collaboration Supporting the Needs of Teachers as a Rdg Specialist/Literacy Coach	*Cecil, Baker, & Lozano chapter 15	
#16 Dec 8	Last class: share case studies		tech pres. of case study due today at 4:15. Case study due to LiveText on December 15th.
Dec 15	No class – all assignments due to Sakai by 5:00 pm		Last day to submit LLL for Nov/Dec

Assessment #1: Participation

OFFICIAL: Dispositions Rubric, Teaching and Learning (1/8/14)

by Loyola University Administration

Assessment

Dispositions Rubric, Teaching and Learning

	Target (0.000 pt)	**Acceptable** (0.000 pt)	**Unacceptable** (0.000 pt)
Professionalism IL-LUC-DISP.1	Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Fairness IL-LUC-DISP.2	Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
All Students Can Learn IL-LUC-DISP.3	Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

Standards

IL-LUC-DISP.1 Professionalism
IL-LUC-DISP.2 Fairness
IL-LUC-DISP.3 All Students Can Learn

Created with LiveText - livetext.com

Assignment #2 Learning Log Rubric (25 points each; total of 75 points)

Items	Acceptable (2)	Unacceptable (1)	
(1) LEFT COLUMN: a guiding question, strategy, direct quote, or paraphrased idea is listed – sourced from the syllabus, a discussion point in class, Twitter, a course text, etc.	Yes	Not really or no	
(2) MIDDLE COLUMN: Learning log response is thoughtful and insightful. Time is taken to honestly and thoughtfully analyze the prompt in the left column. The response to the prompt can include a summary and conclusions drawn, insights learned, comparisons made, how it compares/relates to your personal experience learning to read or teaching someone to read, etc.	Yes	Not really or no	
(3) RIGHT COLUMN: Specific, practical and meaningful connections are made among the prompt, your analysis of the prompt, and your classroom/school – today or in the future. How will you use this idea? How will it benefit your students? How can you ensure that it is used beyond your classroom – in other disciplines?	Yes	Not really or no	
	3	2	1
Formatting Items Paper is… ✓ in any legible font ✓ size 12 ✓ double- spaced ✓ At least one page long (may be landscape or portrait)	Yes to all 4.		Yes to 1 or 0.
No grammar, punctuation, capitalization errors occur in writing.	Zero errors.	1-2 errors.	3+errors. / More than 4 errors = score of 0

**Feel free to include reflections of your own literacy as a young child up to now or the literacy of a child of your own

Assignment #3: Case Study Rubric ILA (2010) #5: CIEP 453

Case Study and Rubric

For this case, you will work one-on-one with a beginning reader to assess and coach the student during the eight required sessions. For some of the sessions, you will be collecting assessment data, coaching the child as he/she reads or responds to texts in spoken or written formats, or doing both. After all the sessions are completed, you will compile your case study, prepare your case report, and present the case to the class at the end of the semester. The final **technology presentation** will include **anonymous** student artifacts that you have collected during the sessions, your interpretation of the data, and your description of the targeted instruction and results of student growth over the course of the tutoring.

The following segments of the case study will be submitted for initial review prior to the final presentation to allow candidates time to reflect on and consider the various options for **tutoring** beginning readers effectively:

- Background Contexts
- Assessment Data
- Case Analysis and Instructional Recommendations
- Final Report

Part A: Assessments and Analysis (50 points)

Part B: Case Report and Technology Presentation (50points)

The case report includes a **one-page handout** for the class that highlights briefly key data collected and analyzed to target optimal student learning. In this handout, you will also list student progress results based on your data and analysis.

Standards

IL-LUC-CF.4	Candidates demonstrate skills that will enable them to work effectively with diverse clients.
IRA-2010.1	Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
IRA-2010.2.1.5.b	Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
IRA-2010.2.2.5.b	Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
IRA-2010.2.2.5.d	As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
IRA-2010.3.1.5.a	Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
IRA-2010.3.1.5.b	Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
IRA-2010.3.1.5.c	Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

IRA-2010.3.2.5.a	Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
IRA-2010.4.1.5.a	Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.
IRA-2010.5.1.5.b	Modify the arrangements to accommodate students' changing needs.

OFFICIAL: CIEP 453 Case Study Rubric

	Target (0.000 pt)	Acceptable (0.000 pt)	Unacceptable (0.000 pt)
Background Information	Detailed description of contexts & focal student(s) connected to case analysis	Representative description of contexts & student(s) connected to case analysis	Partial description of contexts and student(s) connected to case analysis
Conceptual Framework Connections IL-LUC-CF.4	Strategic connections to CF4 demonstrating the use of key research-based decision making and instruction when working with all students	Adequate connections to CF4 demonstrating the use of key research-based decision making and instruction when working with all students	Limited connections to CF4 demonstrating the use of key research based decision-making and instruction when working with all students
Assessment Data IRA-2010.3.1.5.b IRA-2010.3.1.5.c IRA-2010.3.2.5.a IRA-2010.5.1.5.b	Key assessments administered/scored accurately	Select assessments administered and scored accurately	Few assessments are administered/scored accurately
Student Artifacts & Work Products IRA-2010.3.1.5.b	Rich selection of student artifacts and work samples and candidate's professional work products	Adequate selection of student artifacts and work samples and candidate's professional work products	Partial selection of student artifacts and work samples and candidate's professional work products
Instructional Recommendations IRA-2010.1.1.5.a IRA-2010.2.2.5.b IRA-2010.2.2.5.d IRA-2010.3.1.5.a IRA-2010.4.1.5.a	Precise analysis of student assessments showing accuracy in candidate's skills to target instruction	Adequate analysis of student assessments showing candidate's developing skills to target instruction	Partial analysis of student assessments showing candidate's limited skills in targeting instruction
Professional Language IRA-2010.1	Research of best literacy practice (terms/research bases) grounds claims	Some research of best literacy practice grounds claims	Minimal research of best literacy practice grounds case
Format & Mechanics	Strategic structure and mechanics evident	Adequate structure and use of mechanics evident	Partial structure; minimal use of mechanics evident
Nonprint Media Use	Use of various multimedia formats to present case	Use of one technology format to present case	No use of technology format to present case
Presentation Delivery	Strong articulation and clarity of information	Adequate articulation and clarity of information	Developing presentation skills
Overall Quality of Written Report & Handout	Quality analysis and findings related; clear synthesis of ideas	Adequate analysis and findings related; some synthesis of ideas	Developing analysis and findings related; synthesis unclear
Overall Quality of Case Study	Target	Acceptable	Not Acceptable

Comments

Assignment #4: Professional Resource List

Create a list of five professional books and at least five other resources (web sites, Twitter handles) that would support preK-3 teachers. (25 points)

	Target (3)	Acceptable (2)	Unacceptable (1)	
Candidate chooses at least five professional books. These resources are recent enough to be current, or the candidate justifies the value of the resource. -title -author -year of publication are included -a brief summary	--Yes, in a numbered list or in a table --These resources have reputable authors or reputable corporations backing them, have good ratings online, etc. A **justification** for an older resource is explicit and believable.	Yes, at least five professional books are listed plus -title -author -year of publication are included -a brief summary	Five professional books are listed, but they do not come from reputable sources, or fewer than five are shared, or title or author is missing or no year of publication is included.	
At least five other resources are shared. These can include web sites and Twitter handles.	Yes, at least five resources are shared. These resources are from reputable sources based on who funds them, who follows them, research-based information included, etc.	Yes, at least five professional resources are listed.	Fewer than five resources are listed, or the five listed are not reputable or useful.	
3. Candidate shares verbally a 'book' talk for one of the resources in class. This book talk demonstrates how you would share this resource with teachers to entice them to use it/read it.	It is clear why this resource was chosen – it is obviously useful for many teachers. Reasons for choosing the resource is clear, honest, and thoughtful. How teachers can use the resource is shared honestly. How the candidate would use the resource is shared thoughtfully.	How and why the resource was chosen is shared. How teachers can use the resource is also shared.	It is not clear why the candidate chose the resource or the reasons are superficial or not thorough or it isn't a book talk but rather a book report.	
4. Where the resources will be stored is weighed carefully and shared after the 'book' talk.	Yes, honestly, thoughtfully, and thoroughly.	Where the resources will be stored is shared.	Little consideration seems to have been given to where the resources will be stored – or this is not shared at all.	
Formatting Items Paper is... ✓ in any legible font ✓ size 12 ✓ double- spaced	Yes to all 3.		Yes to 1 or 0.	
No grammar, punctuation, capitalization errors occur in writing.	Zero errors.	1-2 errors.	3+errors.	More than 4 errors = score of 0

Assignment #5: Rubric for Reflection of Article about Students with Diverse Needs (25 points) (*asterisked items are worth double.)

Major Items	3	2	1	
*An opening statement/ hook/ introductory sentence is included. This may be a statement about why you chose the article, or subject, etc. PARAGRAPH #1	Yes, and this statement is clear.	Yes.	No, or it is not clear.	
*Summary of article PARAGRAPH #2	Summary is thorough, complete, and accurate. The summary is not too wordy but is succinct and to the point while still being thorough.	Summary of article is written and complete.	Summary of article is not thorough, complete, and/or accurate or it is too wordy or too brief.	
*Personal reactions and reflections – what surprised you, shocked you, what you already do, what you want to do to change, what you agree or disagree with, etc. PARAGRAPH #3	Reactions and reflections are shared thoroughly, thoughtfully, and honestly. These reactions and reflections always relate back to the article.	Reactions and reflections are shared.	Reactions and reflections are shared partially, response is superficial, or strays off topic.	
*How will you use the information gleaned in this article to help you in your future position? PARAGRAPH #4	Response is thoughtful, thorough and honest.	Use of information is given.	Some information is given, but is not thorough or thoughtful, or is inaccurate or superficial.	
THE FINAL SENTENCE (S) of the final paragraph must draw conclusions about the article or the population addressed.	Conclusions are drawn. It is obviously stated that new information was gleaned, opinions were or were not changed and why, you agree or disagree with the author, etc.	Conclusions are drawn but with little support or superficial support.	No synthesis of information is stated or it is inaccurate.	
The article addresses a student or group of students with diverse needs in your current school.	Yes, and this statement is clear.	Yes.	No, or it is not clear.	
Formatting Items				
Paper is… ✓ in any legible font ✓ size 12 ✓ double- spaced ✓ 1-2 pages	Yes to all 4.		Yes to 1 or 0.	
No grammar, punctuation, capitalization errors occur in writing.	Correct - Zero errors.	1-2 errors.	3+errors.	More than 4 errors = score of 0

Assignment #6: Rubric for Book Talk – 25 points

Descriptor	Target	Acceptable	Unacceptable
Text title, author, (illustrator as appropriate)	Title is in italics. Author's name and illustrator's name are listed not in italics. The "by" has no colon is used and is lowercase. (In other words, *Blackout* by John Rocco is correct.)	Title, author and illustrator all included. *true for the picture book and the chapter book.	Not all titles, authors, and/or illustrators are included and/or they are not formatted correctly.
Summary	A 3-5 sentence/100-word summary is shared aloud in class. The summary is written and shared in a way that entices the reader/listener to want to read the book. This is as much of a "sales pitch" for the book as it is a summary. No spoiler alerts! This is true for the picture book and the chapter book.	3-5 sentence summary is included. No spoiler alerts! This is true for the picture book and the chapter book.	A summary is included. It is less than 3 sentences or longer than 5 sentences. The summary is unclear, too brief, too lengthy, etc. Or a spoiler is included.
Target ages and grades	Target age(s) and target grade(s) are included. These are based on research and a reputable source like the candidate's knowledge plus other resources like these web sites: www.ala.org, scholastic.com, chipublib.org, commonsensemedia.org, readingrockets.org, amazon.com, etc. This is true for the picture book and the chapter book.	Target age(s) and target grade(s) are included. The ages and grades are provided and appropriate. *true for the picture book and the chapter book.	Target age(s) and target grade(s) are not included or the ages and grades are not appropriate.
Picture of book cover	The book is brought to class and the cover is shown OR the cover is shared in a multimedia presentation. If shared in a presentation, the cover can be viewed clearly and is cited properly. This is true for the picture book and the chapter book.	The cover is shared.	No cover is shown, or the cover is difficult to read/see.
Integration Ideas	A list of possible trans-curricular topics is shared. *true for the picture book and the chapter book.		Trans-curricular topics are shared but superficial, don't make sense, or not included.
Companion Book(s) --include titles and authors	One or more 'companion' books or songs or poems are shared. These 'companion' books are "if you liked this book, you will like that book, too" titles. They are related in content, theme, and/or topic. These 'companion' books can be any genre. (Yes for the picture book and the chapter book.)		'Companion' books or songs or poems are listed but they are not related in content, theme or topic or no companion books are shared.
Presentation in class	The picture book and the chapter book are shared in class: *The reasons why each book was chosen are shared. *"It's a great book because…" *"I think ___ graders would love it because…" *" I would use it in a unit about ___ because…"	One item is missing from the "target" column.	Two or more items are missing from the "target" column.
Read Aloud	Please choose 1-2 pages of the picture book **OR** 1-2 paragraphs of the chapter book to read aloud to the class. The read aloud is fluent, prosodic, & child-friendly.		No read aloud is shared, it is evident that it was not practiced or it is an inappropriate passage.

Formatting Items Paper is… ✓ in any legible font ✓ size 12 ✓ double- spaced	Yes to all 3.		Yes to 1 or 0.	
grammar, punctuation, capitalization, spelling, APA	Zero errors.	1-2 errors.	3+errors.	More than 4 errors = score 0

Course Standards

Loyola University Chicago
Policies

Preparing people to lead extraordinary lives

For International Literacy Association (ILA) Standards, see pages 10-11.

COURSE STANDARDS:

NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (NSBECS)

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

7.7 Faculty collaborates in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

8.5 Faculty collaborates in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS) (2013):
Primary emphases:
Standard 6: Reading, Writing, and Oral Communication: The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
Standard 2: Content Area and Pedagogical Knowledge: The competent teacher had in-depth understanding of content-area knowledge that includes central concepts, methods of inquiry, structures of disciplines, and content-area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
Secondary emphasis:
Standard a-Teaching Diverse Students: The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

National Council for Accreditation of Teacher Education (NCATE) (2011)
ELCC 2.1: Candidate understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
ELCC 2.2: Candidate understands and can create and evaluate a comprehensive, rigorous and coherent curricular and instructional program.
ELCC 2.3: Candidate understands and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 2.4: Candidate understands and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.
ELCC 3.1: Candidate understands and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidate understands and can efficiently use human, fiscal and technological resources to manage school operations.
ELCC 3.3: Candidate understands and can promote school-based policies and procedures that protect the welfare and safety within a school.
ELCC 3.4: Candidate understands and can develop school capacity for distributed leadership.
ELCC 3.5: Candidate understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
ELCC 4.1: Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
ELCC 4.2: Candidate understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse, cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidate understands and can respond to community interests and needs by building and sustains productive school relationships with families and caregivers.
ELCC 4.4: Candidate understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

UNIVERSITY POLICIES

IDEA Objectives for Class Evaluations:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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

Conceptual Framework
Mission
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 strive 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, and by conducting research on issues of professional practice and social justice.

Conceptual Framework: Professionalism in Service of Social Justice members of our community are to be life-long learners about the complex issues of what is just Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of "professionals in service of social justice." These dimensions of the conceptual framework also serve as the foundation to the School of Education – standards that are explicitly embedded in major benchmarks across all SOE programs.

Service. Our programs emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.

Skills. Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional's skill set.

Knowledge. Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. Professional societies and governmental bodies establish standards and guidelines for knowledge. We believe that the professional's depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.

Ethics. No amount of knowledge or skills alone can make a professional in service of social justice. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education's learning community and a component of each program. All.

Technology
Technology will be used in a variety of ways in this course. First, students are expected to access all course resource materials on Sakai. Additionally, students will use the American Library Association (www.ala.org), The Chicago Public Library's site (chipublib.org), commonsensemedia.org and other resources for children's and professional books. Twitter will be used both as an exit slip after each class plus to find professional development materials that teachers can share with other professionals. Finally, teachers will

recommend professional resources online that support K-3 teachers and their teaching of literacy.

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
Diversity is an important part of daily life in any school. We as educators must remember that different is not less. This course will aim to share ways to celebrate diversity in literature and in turn celebrate the diversity of our classrooms. Additionally, this course will aim to provide solutions for respectfully and thoughtfully supporting students from diverse backgrounds with regard to early literacy. We will focus on using person-first language when referring to all of our students.

Teacher Prep Courses with Clinical Components
FIELD EXPERIENCE:
This course has a field experience that requires each candidate to tutor a child. We will be partnering with Horizons for Youth to tutor one of their students. Consent must be gained from parents/guardian, and assent must be gained from the child since he/she is under the age of 18.
- ✓ Tutor one student in grades Kindergarten, first, or second grade
- ✓ Eight sessions
- ✓ Thirty minutes each session

This field experience is worth 100 points. It is necessary to complete all eight tutoring sessions in order to complete the case study. Any missed sessions must be made up so the candidate completes all eight sessions for thirty minutes each.

Dispositions
Students in the Graduate School of Education are evaluated on the following dispositions each semester:
- The belief that All Students Can Learn
- Professionalism
- Fairness

These dispositions will be graded using the **rubric on page 8** of this syllabus. Disposition grades will be posted on LiveText.

Please keep these dispositions in mind when discussing in class, in written papers and reflections, and, most importantly, when interacting with stakeholders at your school at all times but also during your field experience.

Absences
One excused absence is allowed for a professional event at school like Back to School Night or Parent/Teacher conferences or a family emergency. Make-up work will be assigned accordingly.

School of Education Cyberbullying Policy

STATEMENT OF POLICY:
Loyola University Chicago School of Education recognizes the importance of information technology to the mission of a modern university. These electronic resources provide vital communication links among faculty, students and staff. They are infused into the curriculum and provide expanded opportunities for accessing instruction and information. These resources facilitate research and scholarly endeavors, and they aid collaboration within and beyond the borders of the campus. At the same time, these platforms present opportunities for misuse and for people to harm others when the technology is used without regard to consequences and without respect for one another. A safe and civil environment in the Loyola University Chicago School of Education is necessary for pupils to learn and achieve high academic standards.

DEFINITION:
Cyber Bullying is defined as any activity that deliberately threatens, harasses, intimidates an individual, places an individual in reasonable fear of harm to the individual or damage to the individual's property; or has the effect of substantially disrupting the orderly operation of the individual's daily life via the use of electronic information and communication devices, to include but not be limited to: e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, social media cites, internet chat rooms, internet postings.

PROHIBITIONS:
Cyber bullying by a member of the LUC SOE community directed towards another is prohibited. It includes, but is not limited to…
- Sending mean, threatening or harassing messages to another person through texts, e-mail, web pages, or instant messaging.
- Spreading lies and rumors about victims through the internet or text messages.
- Posting pictures without the consent of the individual.
- Tricking someone into revealing their personal information and sending it to others.
- Creating websites, polls, or blogs about the individual that are meant to embarrass or hurt the person.
- Recording conversations or videos without the individual's consent and then posting it online.

The university may suspend network privileges for as long as necessary in order to protect the university's computing resources for violations of this policy. In addition, any violation of this policy is "misconduct" and subject to disciplinary action, up to and including

dismissal for employees and expulsion for students, in accordance with the applicable disciplinary process. Additional sanctions may also include civil and/or criminal actions.

School of Education Netiquette Guidelines

1. **Electronic communications can be challenging. Be respectful and mindful that words matter.**
   - Respect others and their opinions. Do not add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude.
   - Be conscious of who will be reading your post, email or response by tailoring the message to your audience.
   - Approach communications positively. If you must make a constructive criticism balance it with complimentary feedback as well.
   - Maintain an academic level of communication - avoid colloquial language, acronyms and emoticons to ensure all readers can accurately interpret your meaning.
   - Avoid humor and sarcasm. Without facial expressions or tone of voice cues, this language may be misinterpreted.
   - Using all capital letters comes across as angry, as if YOU ARE YELLING. Use capitalization appropriately.
   - Do not forward jokes, chain letter or unimportant email or communications to others without their permission.
   - Long emails may be left unread. Keep emails short and to the point.
   - Maintain academic integrity. Do not plagiarize.
   - Proofread before you send, post or publish. Tools such as spell-check are useful.

2. **Subject headings are critically important.**
   - Appropriate and relevant headings in the subject line help the reader understand and prioritize their responses.
   - When forwarding or replying to an email, blog post or other electronic communication, consider amending the subject heading if you want to emphasize a slightly different point; it will signal the different emphasis.
   - An email without a subject heading may well be ignored

3. **Emails, instants messages, blog posts, tweets and most other forms of electronic communication are public documents. They are documents that may be retrieved at any time for legal purposes.**
   - Only put in an email what you would not mind reading on the front page of the news.
   - Ask permission before you forward someone's email messages to third parties.
   - Avoid sharing personal data. Never put any social security, credit card, etc. information in an email.

4. **Be conscious of your and others' intentions at all times.**
   - Mean what you say and say what you mean. Your voice should remain authentic, clear and honest.
   - Contributions to a discussion should stick to the subject. Do not waste others' time by going off on irrelevant tangents.
   - Be forgiving. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion

might be new to this form of communication. What you find offensive may have been unintended and can best be cleared up by the instructor.

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.

Policies:

Acceptable Use Policy for Electronic University Resources

Rights and Responsibilities When Using Electronic University Resources

Acceptable Use Policy for University Computing Labs

Online Harassment

Access and Responsible Use of University Electronic Mail Systems

Access and Responsible Use of University Electronic Mail Systems for Electronic Mass Communications

Addendum

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/