

**LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP 305 Reading Teacher Practicum
Fall 2016
Mondays 7:00 – 9:30 p.m.
Cuneo Hall 107**

Sakai Course Website: Please check this official website for any changes in the schedule or office hours. In case of emergency, or special circumstances, information will be posted. In the event that the campus is closed for any reason, course sessions will be held electronically.

Dr. Jane Hunt - Jhunt2@luc.edu

Office Hours: Before or After Class and also by appointment.

I officially retired as of June 30, 2018 and I am teaching this semester as an adjunct. Please email me if you need to get in touch with me. I will respond and we can set up a time to meet or talk.

SPECIAL CIRCUMSTANCES: Candidates 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, in the syllabus addendum link, p. 2 of this syllabus*.

COURSE DESCRIPTION: This course is the culminating experience in the reading teacher endorsement program. During this experience, teacher candidates will pull together all prerequisite experiences in this program and draw from them in clinical work at their internship or student teaching school site. The role of literacy specialist within a school will be explored in regard to professional and practical considerations. In accordance with new ISBE Reading Teacher Endorsement guidelines, teacher candidates will work to provide a data based instructional experience for two or more students in two or more grades (from their teaching endorsement grade level span) over the course of the semester by assessing, diagnosing, teaching and reviewing reading performance and growth. They will learn research based techniques for working with students who may be hard to teach and hard to reach. The Response to Intervention Framework will emphasize data based decision making and problem solving within a systematic response. This course fulfills the goals and requirements for the ISBE Reading Teacher Endorsement. Updated IRA (International Reading Association) Standards are identified on the course assessment.

COURSE OUTCOME:

Reading Teacher Candidates will complete a practicum portfolio that showcases their assessment and intervention lesson work with two or more students at two or more K – 12 grade levels.

Required Text:

Please bring to class on the first night:

Caldwell, J. & Leslie, L. (2013). *Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now?* (3rd Ed.) Boston: Pearson. ISBN-10: 0-13-290708-9

Multiple Articles on Sakai

It is also highly recommended that all reading teacher candidates join IRC (Illinois Reading Council) as student members. This is valuable to include on your professional resumes.

Texts utilized from previous courses:

1) Assessment resources used in CIEP 328:

McKenna, M.C., & Stahl, K.A.D. (2009). *Assessment for Reading Instruction* (2nd ed.). New York: Guilford.

(The sample case study report is included in this resource along with valuable instructional and diagnostic assessments.)

2) Materials Text:

Fisher, P., Bates, A., & Gurvitz, D. (2014). *The Complete Guide to Tutoring Struggling Readers*.

In addition to this, there will be articles and resources posted on the Sakai course website.

Teacher Candidates will be required to utilize the Live Text Software for the completion of the Reading Teacher Practicum Portfolio.

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This is a link to university policies and information that includes the following:

Academic Honest, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, & Electronic Communication Policies and Guidelines.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Conceptual Framework

Teacher candidates in CIEP 305 will be expected to demonstrate the following standards. This will be demonstrated through the completion of intervention lessons based on assessment data. Candidates will be responsive to the cultural, linguistic, social, emotional and learning needs of the two or more students at two or more K – 12 grade levels when determining assessments, instructional materials and evidence based intervention strategies.

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Candidates are expected to become familiar with and display professional behaviors that follow the guidelines of the International Reading Association's Code of Ethics in all reading practicum experiences. This code can be found in the ILA folder on Sakai.

- **ILA Code of Professional Ethics**

ILA is committed to the highest level of ethical conduct for all members. ILA believes that it is every member's obligation to uphold this ethical responsibility with respect to curriculum and instruction, including using technological resources; assessing, diagnosing, and evaluating; creating a literate environment; valuing diversities; communicating and interacting with families and the community; exhibiting positive dispositions; and exemplifying professionalism, including conducting research, publishing, making professional presentations, communicating and interacting with colleagues, using technology, and representing oneself honestly as a reading professional.

Technology

Teacher candidates in CIEP 305 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 tutoring lessons along with official reflections and recommendations. Teacher candidates will also be expected to utilize a variety of websites including Sakai, 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 305 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 their practicum experience school site.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Course evaluations for this course will be completed online beginning this semester. The goals of CIEP 305 are primarily to support candidates in:

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
9. Learning how to find and use resources for answering questions or solving problems

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Program faculty review disposition data on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

CIEP 305 Dispositions

The following dispositions will be assessed for Reading Teacher Candidates at the Mastering level of the program:

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.

D4: Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.

D4		
U	A	T
Candidates passively participate in collaborative relationships with peers and co-teacher educators focused on enhancing student learning and development	Candidates take on leadership role when working with peers or co-teachers while engaging in collaborative relationships beyond their immediate colleagues to promote student learning and development	Candidates organize opportunities to engage in and lead collaborative efforts with a variety of stakeholders (i.e. students, teachers, administrators, family, community) to enhance learning and development of students

D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments

D7		
U	A	T

Candidates occasionally draw upon the identified strengths of students, families and communities and use them in the classroom environment	Candidates adopt an asset-based lens and draw upon the identified strengths of students, families and communities and use them in the classroom environment and facilitate opportunities for students to promote their own strengths	Candidates commit to an asset-based lens and encourage others to promote the strengths of students, families and communities and motivate colleagues to facilitate opportunities for students to promote their own strengths
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D8: Demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy

D8		
U	A	T
Candidates implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and reflect upon their actions for their own purpose but do not encourage others to do the same	Candidates question the biases of others, encourage others to implement practices that demonstrate respect, fair-mindedness, empathy, ethical behavior toward all learners and serve as a role model to others	Candidates lead an effort that promotes respect, fair-mindedness, empathy, and ethical behavior toward all learners so as to change the school-wide culture related to student learning and development

D12: Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students

D12		
U	A	T
Candidates make statements that limit students or are inconsistent in establishing high expectations for all learners or design and implement instruction that challenges select students	Candidates design and implement instruction that challenges students to reach high expectations and create environments that promote opportunities for self-determination	Candidates lead an effort to promote opportunities and support others in facilitating goal setting and self-determination for students on a grade or school wide level

D13 Demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful

D13		
U	A	T
Candidates are inconsistent in developing and implementing instruction that is differentiated to meet the needs of all learners or resist the use of strategies that would benefit learners needing support	Candidates create opportunities to engage all students by differentiating instruction to meet the needs of each learner and consistently evaluate their practice and collaborate with others to ensure success for all students	Candidates advocate for the use of differentiated instruction to meet the needs of each learner during grade level team meetings

D17 Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

D17		
U	A	T
<p>Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities; do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co-teachers, peers, or students</p>	<p>Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities; proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve issue independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students</p>	<p>Candidates report to class or field sites early, are dressed in professional attire, are prepared for course activities, and take advantage of additional opportunities to engage with the sites; proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and take ownership of resolving issues independently; use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.</p>

Course Outcomes

This Practicum is designed to develop and enhance reading teacher candidates’ competencies as ethical professionals in the following areas:

- Demonstrate knowledge of reading and writing and their foundations as complex, interactive, and constructive processes.
- Compare, contrast and analyze information and assessment results, including formal and informal tests and inventories, to place a student along a developmental continuum and to design instruction.
- Communicate assessment results to specific individuals such as students, parents, and other teachers through clear and concise reports.
- Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.
- Use a variety of appropriate methods, materials, and research for literacy learning including technology to motivate students, meet their educational needs, and create lifelong learners.
- Create appropriate instruction considering differing cultural, linguistic, and special needs backgrounds of students and parents.
- Demonstrate professional and ethical behavior related to reading

diagnosis/instruction.

In this Practicum, you will work to apply reading diagnosis and assessment techniques to problem solve students' reading challenges. You will work with two or more students at two grade levels in order to fulfill ISBE reading teacher endorsement requirements. This will include the administration of an IRI for one student along with interest inventories and informal data collection for all students. You will design these tutoring sessions and work collaboratively with one of the students' reading teachers.

The purpose of the practicum experience is to develop expertise in diagnosing, assessing and implementing strategic literacy instruction for struggling readers. Once assessments and data are analyzed, you are expected to develop a strategic instructional plan to support students' specific literacy development and reading success.

Part of the course grade will involve your decision making in selecting appropriate formal and informal materials to provide evidence for your instructional plan. At the conclusion of the tutoring sessions, you will write a full case study report (as is demonstrated in the CIEP 328 course resources) and present this to the student's teacher. You will also present your work to the rest of the practicum candidates in a visual media presentation on the on campus session. This presentation will include data that showcases student's progress or lack of it.

During this course, test review activities will be included that help reading teacher candidates prepare for the ISBE #177 Reading Teacher Exam.

Note: All practicum sessions MUST be held outside of/in addition to regular classroom instruction. Candidates may not qualify for ISBE endorsement if they simply modify/differentiate student teaching lessons and use them to fulfill this requirement.

On Campus Schedule:

In addition to this there will be onsite visits arranged with candidates individually at their student teaching/practicum school sites.

August 29th

Practicum Orientation

- Practicum Requirements and Rubric elements
- IRC Membership – student membership
- Assessment, Diagnosis, Planning, Instruction and Reporting for individual at-risk readers
- Resource Overview – Bring text, we will preview it for your intervention lessons
- Beginning the Research Article Review
- Discussion Topics: Summer Reading and Dyslexia part 1 (LDA Multibrief)
- Article on Sakai (Summer Reading, McGill-Franzen, Ward & Cahill, 2016) Read prior to class session and bring hard copy or electronic copy

September 12th

Gathering Diagnostic Assessment Information And Targeting Invention Instruction

- **Bring McKenna and Stahl Assessment text**
- Gathering and utilizing data to determine instructional literacy needs
- Effective observation of students

- Current research/issues/applications in professional development for literacy – article on Sakai (L’Allier and Elish- Piper, 2007)
- Researching and evaluating professional literacy materials.
- Research Study Planning (teams)

September 26th

Problem Solving and Data Based Decision Making

- School based Response to Intervention delivery systems
- Comparison of special education and reading disabilities models of instruction – Analyzing IEPs for Reading
- Use of technology in assessment, diagnosis, and instruction for students with special learning needs
- Research Study Presentations

October 17th

Presenting Data and Writing the Case Study Report

- Working effectively with parents, paraprofessionals, tutors, classroom teachers, and administrators.
- Co-teaching for literacy
- Discussion Topic: Linking Research to Practice
- Research Study Presentations
- Collecting and presenting data to demonstrate gains in reading
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November 14th

Case Study Reports/ Final Presentations

- Discussion of intervention and materials
- Writing a Case Study Report
- Discussion Topic: Assessment & High Stakes Testing for Struggling Readers
- Practicum Inquiry Presentations
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December 5th

Case Study Reports/ Final Presentations

- Practicum Inquiry Presentations, cont.
- Case Study Report Writing, cont.

Assignments:

Individual tutoring – eight hours of work directly with students

Case Study and Rubric:

For this case, you will individually teach small group and individual instruction with struggling readers to assess and coach these students during the eight required sessions. For some of the sessions, you will be collecting assessment data, coaching the students as they read or respond 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.

Final Presentation: The reading teacher candidate will determine a question that they have tried to find answers to during the course of their work with a struggling reader(s) during the instructional session. This question will be the focus of the power point presentation and discussion. The group of teacher candidates will engage in discussion about this question and student. The power point should be limited to 5 to 7 slides and the primary emphasis should be on discussion.

Case Study Portfolio: Work on this project will be submitted in a “portfolio” on Live Text. Although some elements will be required to be uploaded earlier, such as the lesson plan in the course Sakai dropbox, the final project will be due on **Live Text no later than November 30th**.

The following segments of the case study will be submitted on Live Text by the following dates. Extensions will only be provided if requested in advance and when circumstances merit them. See full checklist on pages 13 – 14 of this syllabus

Signed practicum letter and letter to students/families – Sept. 16th
Initial assessment data including background/research information– Sept. 30th
IRI Data/ Problem solving plan and schedule/Initial recommendations– Oct. 7th
First four lesson plans: October 17th
Final four lesson plans: November 14th
Case Presentation with informal data presentation: Nov. 14th
Final Report: Due on Live Text by Nov. 30

2016 Weekly Online Postings:

Articles related to Discussion Topics have been posted in the Resources Folder on Sakai. Candidates will be required to respond in 300 word comments in response to Discussion Topics and to respond to at least one other posting. These are due on the following dates:

Sept. 20
Oct. 4
Oct. 25
Nov. 1
Nov. 8

* Comments may be posted by the Tuesday following each online class session. They will not be accepted after this. Comments are assessed in the participation rubric and are considered to be class attendance.

Portfolio Progress Check in Dates:

September 26, October 17, November 4

Candidates will be required to be up to date with all practicum intervention portfolio materials and responsibilities posted in Live Text for official checks on these dates.

Research Article Presentation: Reading teacher candidates should use the LUC library search resources to locate a research article of their choosing from the last five years (2010 – 2015) that addresses a personally relevant topic related to reading or writing. This article should be read and analyzed according to the guidelines on the rubric. The presentations will be given in class sessions and will last no more than 15 minutes. Complete references to both the article and a follow up article should be included. This presentation should be posted in the forum on Sakai for other classmates to view. This may be completed as a team. Topic/article identification will be completed in class on September 12th.

Course Grading:

The grade for this course will be based on the elements below. Due dates for all phases of the practicum are listed. In order to receive full points for each section, work must be completed when due or alternative arrangements must be made with the professor in advance of the due date.

Individual elements of the course case study will be assessed on this rubric throughout the semester. This rubric will be available both on Sakai and on Live Text, where the assessment scoring will be published and available for individual candidates.

Participation (in class)	15%
Participation (online)	15%
Practicum elements (Full portfolio)	55%
Research Article Presentation	15%

Participation:

Reading Teacher Candidates are expected to attend all on campus sessions and also post weekly responses online.

The following guidelines for participation will be considered in the final practicum grade.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions (all).
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Weekly Online Postings

- 2 – Post comments each week with thoughtful and insightful responses by due date
- 1 – Post comments regularly by due dates
- 0 - Post only some comments by due dates (Missing two or more).

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
 - 1-Listen when others talk, both in groups and in sessions
 - 0-Rarely listen when others talk, both in groups and in sessions.
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Grading Scale for CIEP 359:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	61 - 69
F	60 - 0

Reading Teacher Practicum Portfolio Rubric

	Target (0 pt)	Acceptable (0 pt)	Unacceptable (0 pt)
<p>Background Information IRA-2010.1 IRA-2010.1.1.2.a IRA- 2010.1.2.1.a</p>	<p>Detailed description of contexts & focal student(s) connected to case analysis and research in literacy</p>	<p>Representative description of contexts & student(s) connected to case analysis and research in literacy</p>	<p>Partial description of contexts and student(s) connected to case analysis and research in literacy</p>
<p>Conceptual Framework CFS2 CFS3</p>	<p>Strategic connections to CF2 & 3 demonstrating the use of culturally responsive practices when assessing and teaching diverse learners; and demonstrating a commitment to following the ILA professional code of ethics in all practicum work; and in demonstrating a commitment to social justice through promoting and increasing literacy skills in all students.</p>	<p>Adequate connections to CF2 & 3</p>	<p>Limited connections to CF2 & 3</p>
<p>Letter to student/parents IRA- 2010.1.3.2.a IRA- 2010.6.2.2.c</p>	<p>Professionally written and informative letter that introduces the tutor's qualifications and purpose for teaching these lessons. Official tutoring approval letter is signed and uploaded.</p>	<p>Professionally written letter that introduces the tutor's qualifications and purpose for teaching these sessions. Official tutoring approval letter is signed and uploaded.</p>	<p>Letter fails to appropriately introduce the tutor to the student, either professionally or with respect to appropriate content. Official tutoring letter has not been completed or uploaded properly and prior to beginning intervention lessons.</p>
<p>Assessment Data IRA- 2010.3.1.2.a IRA-</p>	<p>Key assessments selected and administered/scored accurately:</p>	<p>Select assessments administered/score</p>	<p>Few assessments are</p>

<p>2010.3.1.2.b IRA- 2010.3.2.2.d IRA- 2010.3.4.2.a IRA- 2010.3.4.2.b</p>	<p>IRI assessment data is provided along with interest inventory details.</p>	<p>d accurately</p>	<p>administered/scored accurately</p>
<p>Student Artifacts and work products/lesson plans IRA-2010.1.3.2.b IRA-2010.2.2.2.a IRA- 2010.5.2.2.a IRA- 2010.6.2.2.a</p>	<p>Rich selection of student artifacts and work samples and candidate's professional work products: Intervention lesson plans are supported by photos of work samples and instructional materials that showcase students thinking, learning and responses.</p>	<p>Adequate selection of student artifacts and work samples and candidate's professional work products</p>	<p>Partial selection of student artifacts and work samples and candidate's professional work products</p>
<p>Instructional Recommendations IRA- 2010.3.4.2.a IRA- 2010.3.4.2.b</p>	<p>Precise analysis of student assessments showing accuracy in candidate's skills to target instruction: This is begun following the analysis of initial assessments. Then as the interventions continue, more is added to complete a full representation of students' strengths and needs.</p>	<p>Adequate analysis of student assessments showing candidate's developing skills to target instruction</p>	<p>Partial analysis of student assessments showing candidate's limited skills in targeting instruction</p>
<p>List of Professional Materials IRA- 2010.2.3.2.a</p>	<p>Complete, comprehensive and creative list of materials used that have been effective with this student - presented in APA format.</p>	<p>Complete list of resources that have been used with the student throughout the tutoring sessions.</p>	<p>Incomplete list or list of materials not optimally appropriate for use with this student, with respect to age, interests, reading or developmental level.</p>
<p>Suggestions for Professional Development IRA- 2010.6.1.1.a IRA- 2010.6.2.2.d IRA- 2010.6.2.2.e</p>	<p>Specific and insightful suggestions for professional development are presented that will be beneficial for future work as a reading professional based on this experience.</p>	<p>Appropriate suggestions for professional development are presented that will be beneficial for future teaching based on this experience.</p>	<p>Incomplete or inappropriate suggestions are provided that do not present a valuable or effective personal plan for continual growth as a reading professional are presented.</p>
<p>Written Report of Case Study</p>	<p>Report quality is professional and should be provided to teaching professionals at the school site. It includes specific details related to the assessment, literacy growth, instructional recommendations of all students.</p>	<p>Report is of high professional quality and includes full details related to the assessment, literacy growth and instructional recommendations for all students.</p>	<p>Report would benefit from additional professional specifics related to the students with whom the candidate has worked.</p>
<p>Professional Language IRA-2010.6.2.2.c</p>	<p>Research of best literacy practice (terms/research) grounds claims: This is demonstrated in both the written portfolio and the oral case study</p>	<p>Some research of best literacy practices grounds claims</p>	<p>Minimal research of best literacy practice grounds case</p>

	presentation.		
Format and Mechanics	Strategic structure and conventions evident: This is demonstrated in both the written portfolio and the oral case study presentation.	Adequate structure and conventions	Partial structure; minimal use of conventions evident
Nonprint media use	Use of appropriate multimedia formats to present case: One student's learning and progress is measured and presented in depth. An inquiry approach guides the presentation. Informal pre and post assessment data and work samples are highlighted to demonstrate the impact on student growth.	Use of technology to present case	No use of technology format to present case
Presentation Delivery	Strong articulation and clarity of information: Significant content and analysis is showcased that provides insights into the identified student's progress.	Adequate articulation and clarity of information	Developing presentation skills
Overall Quality of portfolio	Quality analysis and finds related; clear synthesis of ideas: All required materials are included and have been completed in appropriate detail.	Adequate analysis and findings related; clear synthesis of ideas	Developing analysis and findings related; synthesis unclear
Overall Quality all Elements	Target	Acceptable	Not Acceptable

Standards

LUC CFS2: Candidates apply culturally responsive practices that engage diverse communities.

LUC CFS3: Candidates demonstrate knowledge of ethics and social justice.

ILA-2010.1

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

ILA-2010.1.1.2.a

Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.

ILA-2010.1.2.1.a

Identify major milestones in reading scholarship and interpret them in light of the current social context.

ILA-2010.1.3.2.a

Show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.

ILA-2010.1.3.2.b

Use multiple sources of information to guide instructional planning to improve reading achievement of all students.

ILA-2010.2.2.2.a

Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.

ILA-2010.2.2.2.d

Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

ILA-2010.2.3.2.a

Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.

- ILA-2010.3.1.2.a
Describe strengths and limitations of a range of assessment tools and their appropriate uses.
- ILA-2010.3.1.2.b
Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- ILA-2010.3.2.2.d
Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.
- ILA-2010.3.4.2.a
Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).
- ILA-2010.3.4.2.b
Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.
- ILA-2010.5.2.2.a
Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.
- ILA-2010.6.1.1.a
Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.
- ILA-2010.6.2.2.a
Display positive reading and writing behaviors and serve as a model for students.
- ILA-2010.6.2.2.c
Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing.
- ILA-2010.6.2.2.d
Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.
- ILA-2010.6.2.2.e
Implement plans and use results for their own professional growth.

CIEP 305 Fall 2016 Practicum Checklist Due Dates

Practicum Checklist: NO late work will be accepted.

Task	Details	Suggested Date Due	Date Completed
Make arrangements to complete practicum requirements with your school	Submit letter and have it signed. (If completed in fall, then this is not necessary in spring.)	Sept. 16	
Identify two sets of students at two different grade levels. (Alt. one set of students)	Write or revise letter to students	October 2	
Schedule regular times to work with the students. Must be outside of regular class time.	Schedule times in advance.	Sept. 26	
Schedule time for Dr. Hunt to visit with you at your school	Complete in class or email Dr. Hunt prior to Sept. 26	Sept. 26	
Administer a complete IRI to one student.	Complete the chart and upload into Live Text (If completed in fall, then this is not necessary in spring.)	Sept. 30	
Administer an age appropriate interest	Upload into Live Text	Sept. 26	

inventory to first group of students			
Discuss needs of students with classroom teachers	Do this as soon as possible and when you select students for this experience, but include the information in the background information.	Sept. 12	
Write up initial instructional recommendations for first set of students. Suggest evidence or research based practices that would help to address needs. Second set of recommendations due later.	Two separate reports	Oct. 7	
Write up lesson plans using tutoring format. This includes the date/ lesson foci/materials/ strategies/ assessment information. Lessons may not be regularly taught student teaching lessons. These must be intervention lessons based on assessment data.	Easiest to keep this as a running plan in one word document. Send in individual plans in Dropbox by the following dates: Submit a photo/work sample with each lesson plan. Full document of eight plans in Live Text by November 9th	Oct. 17 Nov. 14	
Keep a work sample from each lesson – or take a photo of student working with manipulatives if appropriate.		Oct. 17 Nov. 14	
Utilize a variety of instructional strategies	These will be used in your presentation. If something works well, you may repeat it, but also add something new each session	Nov. 16	
Keep a running list of texts and resources utilized. (Professional Materials)	Select age and interest appropriate texts.	Nov. 14	
Write up case study for the two groups.	This will be provided to your teacher. It should be three to four pages in length and discuss progress and recommendations in depth. (If begun in fall, the first half can be started any time.)	Nov. 30	
Develop Media Presentation for Inquiry Topic	Complete a power point presentation that asks a question related to an issue you faced with a student(s). Then use photos and work samples to showcase how this was targeted in lessons and addressed.	Nov. 14	
Consider suggestions for Professional Development	This follows the format in the Impact Project. What specifically would be helpful to learn more about or how to do in order to meet the specific needs of the students with whom you worked in this practicum experience?	Nov. 30	
Upload all materials into Live Text	If begun in fall, copy Portfolio	By Nov. 30 th	

Portfolio	and continue to upload materials.	at midnight	
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