

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP 428 Seminar: Development and Administration of Reading Programs
Fall 2016
Thursdays 4:15 – 6:45
Life Science Bldg 212, LSC

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: M. Ed. Reading 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. 9 of this syllabus.*

COURSE DESCRIPTION:

As one of the final courses in the M.Ed. Reading Specialist Program sequence, M. Ed. Reading Specialist candidates will add to their knowledge and research base regarding best practices in the administration, supervision and evaluation of school based literacy programs and combine it with knowledge and skills already gained throughout the program. Through course assessments and experiences, candidates will gather data from literacy programs, analyze it and recommend research-based improvements. They will accomplish this through the lens of social justice, with considerations for linguistic and cultural diversity, connections and collaboration with other educational professionals and in compliance with the International Literacy Association Standards (2010) and professional code of ethics. Candidates will consider educational policy for literacy at the national, state and local levels and consider current issues and trends in literacy programs, including new literacies.

COURSE OUTCOME:

M. Ed. Reading Specialist Candidates will utilize their knowledge and research base of best practices in the administration and supervision of literacy programs to conduct a literacy program audit and to make recommendations based on research, professional ethics and social justice.

Required Texts:

Wepner, Strickland, & Quatroche (2013). *Administration and Supervision of Reading Programs, 5th Edition.* Teachers College Press. ISBN 978-0-8077-5480-1

In addition to the required text, multiple articles will be posted on Sakai.

IRC Membership:

It is also highly recommended that all reading specialist candidates join IRC (Illinois Reading Council) The annual conference will be held in Peoria from September 29th to

October 1st. Class will not be held on September 29th to all candidates to attend the conference, if possible.

Course Standards: CIEP 428 supports M. Ed. Reading Specialist Candidates in meeting the following ILA (International Literacy Association) SPA standards:

2010 International Reading Association Standards Aligned with CIEP 428 Content

ILA-2010.1.1.5.a

Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

ILA-2010.1.1.5.b

Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

ILA-2010.1.1.5.c

Demonstrate a critical stance toward the scholarship of the profession.

ILA-2010.1.1.5.d

Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

ILA-2010.1.1.5.e

Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.

ILA-2010.2.2.5.c

Support classroom teachers and education support personnel to implement instructional approaches for all students.

ILA-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.

ILA-2010.2.3.5.b

Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.

ILA-2010.2.3.5.c

Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

ILA-2010.3.2.5.c

Lead school wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.

ILA-2010.3.4.5.a

Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.

IRA-2010.3.4.5.b

Demonstrate the ability to communicate results of assessments to various audiences.

IRA-2010.4.2.5.b

Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

IRA-2010.4.2.5.c

Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.

ILA-2010.4.2.5.d

Collaborate with others to build strong home-to-school and school-to-home literacy connections.

ILA-2010.4.3.5.b

Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.

ILA-2010.4.3.5.c

Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.

ILA-2010.4.3.5.d

Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

ILA-2010.5.2.5.a

Create supportive social environments for all students, especially those who struggle with reading and writing.

ILA-2010.5.2.5.b

Model for and support teachers and other professionals in doing the same for all students.

ILA-2010.5.3.5.a

Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

ILA -2010 6.2.5.b

Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

ILA-2010.6.2.5.e

Demonstrate effective use of technology for improving student learning.

ILA-2010.6.4.5.a

Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

ILA-2010.6.4.5.c

Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.

ILA-2010.6.4.5.d

Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

Conceptual Framework

M. Ed. Reading Specialist Candidates in CIEP 428 will be expected to demonstrate the following standard through the completion of the Literacy Program Audit Assessment and in all class discussions. The audit should be completed in accordance with the International Literacy Association Professional Code of Ethics. The complete ILA document is posted in Sakai.

- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- **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

M. Ed. Reading Specialist Candidates in CIEP 428 will be expected to demonstrate professional technology knowledge and skills. Recognition of appropriate uses of technology/new literacies will be demonstrated in the Literacy Program Audit and in the research article analysis.

Diversity

It is expected that M. Ed. Reading Specialist Candidates in CIEP 428 will recognize, respect and address all varieties of diversity in their learning and teaching environments, in class discussions and in all completed assessments.

Course Grading

The grade for this course will be based on the elements below. Due dates are included in the course calendar below. 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.

Course Assessments – Complete descriptions, instructions and rubrics are posted on Sakai

Literacy Program Audit	35%
Analysis of Research Studies linked to Program Audit	25%
Literacy Current Events, Discussion and Blog Responses	15%
Introduction to Literacy “People You Should Know”	10%
Participation (rubric below)	15%

Participation:

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

Online Postings where appropriate

- 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.

Grading Scale for CIEP 428:

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

Brief Descriptions of Course Assessments: (Rubrics with full descriptions are posted on Sakai.)

Literacy Program Audit

Utilizing the course text and readings posted on Sakai as a foundation, candidates will work individually or in a team to analyze a school's, grade level range, or grade level's literacy program. This will be completed in sections and discussed throughout the semester, and candidates will present their work at the conclusion of it in class sessions. Schools and districts must be anonymous and referred to with pseudonyms. The project will include an introduction, table of contents, recommendations; and conclusions and sections that provide data, examples and evidence, strengths and needs/recommendations of the following areas of a literacy program:

- Management of Resources, Programs and Personnel
- Formal Clear and Focused Objectives
- Equitable Programming Based on Data Based Needs
- Comprehensive Assessment System
- Appropriateness of Core Curriculum Materials
- Communication with Families and Collaboration with the Community
- Use of Research in Decision Making

Analysis of Three Research Studies Linked to Program Audit

Candidates will use LUC library resources to identify three recent (2010 – present) peer reviewed research studies that are linked to the needs represented in the Literacy Program Audit. These may focus on social, cognitive or physical factors that lead to reading success. Candidates should read the studies, highlight key findings and connect these to elements in the Program Audit that could be shared with the school. The appropriateness and quality of the selected studies along with the presentation of the information in the article will be assessed.

Literacy Current Events, Discussion and Forum Responses

At the beginning of each class session a current "hot topic" (ILA) will be discussed in class or in a Sakai forum post. The topics will be based on national, state and local issues. Topics for the first several class sessions are posted on the calendar. Topics for the later class sessions will come from candidates' suggestions.

Introduction to Literacy “People You Should Know” *

Candidates will individually select from the list below and introduce the rest of the class to the authors in the required edited text. They should highlight key research, publications, roles and accomplishments that provide a background for the information included in the chapter. This should be presented in a brief power point and uploaded to a forum on Sakai for others to use as a resource. Asterisks follow chapters listed below.

Dorothy Strickland
 Taffy Raphael
 Richard Vacca
 Diane Lapp
 Douglas Fisher and Nancy Frey
 MaryEllen Vogt
 Jo Anne L. Vacca
 Kathryn H. Au
 Rita M. Bean
 Donald Leu

Course Calendar

Date	Topic	Readings	Literacy Program Audit Element & Assessment Due
1. Sept.1	Course Intro What’s Hot and Current Topics for Literacy Administration Summer Reading Article (link on Sakai)	Book Introduction Summer Reading Article on Sakai	
2. Sept. 8	Reading Specialists as Leaders Effective Literacy Coaching Current Topic: Coaching & Shanahan’s Blog (article link on Sakai)	Chapter 2 Chapter 3	Personnel Resources
3. Sept. 15	Literacy Learning in Early Years Materials Current Topic: Dyslexia	Chapter 4* Chapter 7*	Scheduling and curriculum materials
4. Sept. 22	Improving Achievement and Standards Based Change Current Topic: Dyslexia cont.	Chapter 5**	Standards, Goals
5. Sept. 29	Illinois Reading	Council in Peoria	No Class
6. Oct. 6	Adolescent Literacy New Literacies	Chapter 6* Chapter 15*	Research Study Analysis Due

	Current Topic: H. S. Level Assessment		
7. Oct. 13	Teacher Evaluation Assessing Students' Reading Achievement Current Topic: Teacher Evaluation	Chapter 8** Chapter 10	Assessment
8. Oct. 20	Evaluation and Program Change Working with Parents and the Community Current Topic: TBD	Chapter 11 Chapter 16	
9. Oct. 27	Linguistically Diverse Students RtI/MTSS Article Link (Dougherty Stahl) on Sakai Current Topic: Implementation of MTSS	Chapter 13* Chapter 14	
10. Nov. 3	Sharing and Discussion of Literacy Audits Current Topic: TBD		Literacy Audit Due
11. Nov. 10	Sharing and Discussion of Literacy Audits Current Topic: TBD		
12. Nov. 17	Final Preparation for Portfolio Presentations Current Topic: TBD		
13. Dec. 1	Blogs and Professional Support Resources Current Topic: TBD		
14. Dec. 8	What's Hot Revisited		

*No final Exam

**Loyola University Chicago
School of Education
Syllabus Addendum**

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.

IDEA Course Evaluation Objectives

Course evaluations for this course will be completed online. The goals of CIEP 428 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

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 428 Dispositions

The following dispositions will be assessed for M. Ed. Reading Specialist 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.

D2: Engaging in advocacy efforts grounded in ethical convictions that promote social justice and affect policy design and implementation

D2		
U	A	T
Candidates only address inequities within their classroom setting	Candidates act upon injustices observed in practices or school-wide policies by either questioning actions of others or taking action to deal with inequities	Candidates lead an effort to develop and implement school-wide policies that promote social justice

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

D4		
Candidates read and critique professional literature and make connections between the literature and field experiences	Candidates implement research based strategies acquired either through review of the professional literature or through participation in a professional development to expand their skills	Candidates implement research based strategies and engages in inquiry based practice to deepen their knowledge or leads PD for peers

D6: Collecting and analyzing community, school, family, and student data to guide educational decision-making

D6		
U	A	T
Candidates rely on only standardized forms and sources of data when engaging in decision making	Candidates engage in cycles of data based decision making (i.e. collect, analyze and interpret data to inform instructional practice)	Candidates engage in cycles of data based decision making at the classroom and school-wide levels

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

D16: Demonstrating the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations

D16		
U	A	T
Candidates play a passive role in opportunities designed for enhancing the teaching profession	Candidates lead and encourage others to participate in opportunities that promote the profession at the school-wide level that has implications at the local level	Candidates participate in or lead opportunities that promote the profession at a local, national, or international level

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](#).

Syllabus Addendum Link

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

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Conceptual Framework

M. Ed. Reading Specialist Candidates in CIEP 428 will be expected to demonstrate the following standard through the completion of the Literacy Program Audit Assessment and in all class discussions. The audit should be completed in accordance with the International Literacy Association Professional Code of Ethics

- CFS3: Candidates demonstrate knowledge of ethics and social justice.
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Technology

M. Ed. Reading Specialist Candidates in CIEP 428 will be expected to demonstrate professional technology knowledge and skills. This will be demonstrated in the completion of the Illinois Reads Curriculum plan that is intended to incorporate the use of technology in order to meet the needs of diverse student learners. Recognition of appropriate uses of technology will be demonstrated in the Literacy Program Audit.

Diversity

It is expected that M. Ed. Reading Specialist Candidates in CIEP 428 will recognize, respect and address all varieties of diversity in their learning and teaching environments, in class discussions and in all completed assessments.