

**CIEP 456: Practicum II**  
**Leadership in Reading/Professional Development**  
**School of Education, Loyola University Chicago**  
**Spring Semester 2016**

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**Instructor:** Dr. Amy J. Heineke  
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**Class Location:** School of Communications  
**Class Hours:** Tuesdays, 4:15 – 6:45pm  
**Office Hours:** Tuesdays, by appointment

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**Course Description:**

This is a capstone course that requires the reading specialist candidate to synthesize the knowledge, skills, dispositions, and ethics studied in previous courses in actual performance tasks. Leadership and learning center this advanced practicum around opportunities for K-12 reading specialist candidates' professional literacy development and training based on school literacy goals, personal literacy interests, and ways to teach others about complex literacy processes.

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**Course Outcomes:**

1. Reading specialist candidates will demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. IRA 1.1; IPS 1, 2, 11; CF1.
  2. Reading specialist candidates will demonstrate knowledge of reading research and the histories of reading. IRA 1.2; IPS 1,2,11; CF1.
  3. Reading specialist candidates will use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. IRA 2.2; IPS 1,2,6,11; CF4; CF5.
  4. Reading specialist candidates will use appropriate assessment tools in the planning and implementation of practicum activities. IRA 3; IPS 1,7,8, 11; CF2,CF4, CF8.
  5. Reading specialist candidates will use a wide assortment of books, technology-based information, and non-print materials in the preparation and implementation of practicum activities. IRA 4.2; IPS 1, 2, 3, 10, 11; CF2, CF3, CF 5.
  6. Reading specialist candidates will model reading and writing enthusiastically as valued lifelong activities. IRA 4.3; IPS 6, 10, 11.
  7. Reading specialist candidates will display positive dispositions related to reading and the teaching of reading. IRA 5.1; IPS 5, 10, 11;CF4.
  8. Reading specialist candidates will work with colleagues to observe, evaluate, and provide feedback on each other's practice. IRA 5.3; IPS 3, 5, 9, 10, 11; CF4.
  9. Reading specialist candidates will continue to pursue the development of professional knowledge and dispositions. IRA 5.2; IPS 9, 10, 11.
  10. Reading specialist candidates will participate in, initiate, implement, and evaluate professional development programs. IRA 5.4; IPS 8, 9, 10, 11; CF1, CF2, CF3, CF4,CF7.
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**Course Readings:**

- Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Thousand Oaks, CA: Corwin. ISBN: 1412950724
  - Various articles will be used to mediate learning and discussion; they will be posted on Sakai.
  - Other contemporary news on reading and professional development (Twitter account recommended)
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## Course Assignments:

Assignment descriptions and rubrics are available on Sakai and should be used to guide completion of assignments. To be considered acceptable, assignments need to be (a) submitted on time, (b) typed and double-spaced in 12-point font with one inch margins, (c) cite sources for all quotes, paraphrases, and adapted ideas, (d) use APA style (6<sup>th</sup> ed.) for citing references, and (e) submit all assignments using Sakai and [LiveText](#), unless otherwise discussed.

### 1. *Professional Development Workshop (50% of final grade)*

- You will plan, implement, and evaluate literacy professional development for teachers and/or allied professionals. Using an expressed need or goal, prior knowledge of the participants and school context, and data from school based regularly administered literacy assessments, prepare an outline or lesson plan for the session(s) that includes the topic(s) of the session, procedures, research related to the topic(s) of the session(s), and a list of the resources you plan to use.
- You will submit documentation of activities, experiences, and resources. You will design, distribute, collect, and analyze evaluation results to determine effectiveness. Keep a reflective log to document key insights and learning gained during each phase of the project. Your written evaluation of the workshop should include the results of the participants' evaluations, as well as your own reflections about the process and how this informs and guides your plans for professional coaching.
- As a follow up to this presentation, you will coach an individual or small group of teachers as they implement an element of your presentation or demonstration lesson, and you will reflect on the teaching practices involved in order to constructively evaluate and revise practices. You will begin to design an action plan based on these coaching interactions.

### 2. *Differentiated Final Project & Reflection (30% of grade)*

- **Teachers as Readers group:** Lead a *Teachers as Readers* group at your school. Recruit colleagues who might be interested in reading a professional or other text to improve how teachers discuss text. To complete this requirement, conduct the Teachers as Readers group and submit a report in which you reflect on this experience and its effect on the teachers in your group. Your report will also include any research you conducted regarding Teachers as Readers.
- **Model exemplary strategies:** Reading specialists are frequently asked to model exemplary, research-based strategies in the classrooms of their colleagues. To complete this requirement, you will submit a report in which you document how you implemented this option; what strategies were implemented; the students' responses to the strategies; and your colleagues' reactions and subsequent implementation.
- **Teacher-centered collaboration:** Teachers should be situated as active participants in learning. This requires leadership to set up pertinent structures and systems to support meaningful learning through PLCs, peer observations, lesson planning groups, etc. To complete this requirement, design collaborative structures focused on literacy. Submit documentation of design and implementation.
- **Parent literacy workshop:** Parents would benefit from a literacy session in which you provide some helpful strategies for assisting their children to improve literacy skills. To complete this requirement, submit a report in which you provide the workshop plan for the parent literacy session; any handouts and/or PowerPoint you prepare; an evaluation plan for the session; and a professional reflection on the session that includes parent evaluations.
- **Design your own project:** If you haven't discovered an option that would support and increase your expertise as a reading specialist, propose a plan for a different practicum project to the instructors for approval before beginning implementation.
- For the option you select, you will mediate your classmates' learning when that topic is targeted in class. For the final project, you will synthesize pertinent actions and artifacts, as well as reflect on the process as situated in your own professional development philosophy.

### 3. **Course Participation (20 percent of final grade)**

Students are expected to attend all sessions and be ready to participate in line with preparation on course schedule. Participation includes (a) deeply reading and preparing for the course content prior to class sessions, (b) thoroughly preparing to share comments and questions based on previous class discussions, readings, and prior experiences, (c) actively engaging in dialog in a professional matter, and (d) completing any pre-work, post-work, or hybrid activities prior to or after formal class sessions.

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#### **Grades:**

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

A = 100 to 93 percent	B = 87 to 83 percent	C = 76 to 70 percent
A- = 92 to 90 percent	B- = 82 to 80 percent	D = 70 to 65 percent
B+ = 89 to 88 percent	C+ = 79 to 77 percent	F = 64 and below

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### **Additional Course Information**

#### **IDEA Objectives:**

At the end of the semester, you will complete a course evaluation using your student log-in on the IDEA Campus Labs website: <http://luc.edu/idea/>. Specific objectives are selected at the beginning of the semester that will guide the evaluation. This course aims for students to:

- Learn fundamental principles, generalizations, and theories related to curriculum policy
- Learn to apply course material to improve thinking, problem solving, and educational decision-making.
- Learn to analyze and critically evaluate ideas, arguments, and points of view, particularly policies.

#### **Conceptual Framework Standards:**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. Grounded in the SOE's Conceptual Framework of *Social Action through Education*, this course investigates and recommends ways to promote educational equity through leadership. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

#### **Dispositions:**

You will be assessed on dispositions related to *professionalism*, *fairness*, and the *belief that all students can learn*. *Professionalism* will be assessed using the class participation and attendance rubric. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your core assignments. You can find the dispositions rubrics, as well as submit core assignments, on [LiveText](#).

#### **Diversity:**

This course focuses on literacy leadership in practice, specifically taking the lens on culturally and linguistically diverse students in urban schools. Due to the nature of the course topics, issues of diversity will be woven throughout the entire course instruction and assessment.

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## 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.

### **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. Disposition data are reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **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/](http://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**.

**Course Schedule:** *Professor reserves the right to make changes to the schedule, topic, readings and assignments.*

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>Class 1</b> Aug 30	Practicum Course Overview & Introductions	n/a	n/a
<b>Class 2</b> Sept 6	Adult Learning & Professional Development	D-S, Chapters 1 & 2	<i>Reflect on PD &amp; adult learning experiences</i>
<b>Class 3</b> Sept 13	Using Data to Plan Professional Development	D-S, Chapters 3 & 4	<i>Bring school data regarding teacher/student needs</i>
<b>Class 4</b> Sept 20	Planning Effective Professional Development	D-S, Chapter 5 <i>Schooling by Design</i> excerpt	<i>Bring ongoing draft of PD plan</i>
<b>Class 5</b> Sept 27	Implementing Professional Development	D-S, Chapter 6 Article, Stoll <i>et al.</i>	<i>Bring ongoing draft of PD plan</i>
<b>Class 6</b> Oct 4	Supporting Teachers' Classroom Application	D-S, Chapters 7 & 8	<i>Bring ongoing draft of PD pan</i>
Oct 11	<i>FALL BREAK</i>		
<b>Class 7</b> Oct 18	Sharing of PD Projects	n/a	<b>PROFESSIONAL DEVELOPMENT PROJECTS</b>
<b>Class 8</b> Oct 25	Supporting Teachers as Readers and Writers	Article, Colwell <i>et al.</i> Article, M-B & Shema	<i>Teacher-mediated discussion</i>
<b>Class 9</b> Nov 1	Modeling Effective Literacy Practices	Article, Dierking & Fox Article, Heineke	<i>Teacher-mediated discussion</i>
<b>Class 10</b> *Nov 9	Individual Conferences & On-site Project Support	n/a	<i>Bring draft of final project</i>
<b>Class 11</b> Nov 15	Designing School Structures for Collaboration	Article, Beach Article, McTighe	<i>Teacher-mediated discussion</i>
<b>Class 12</b> Nov 22	Fostering Parents' Learning on Literacy	Chapter, Heath Article, TBD by teacher	<i>Teacher-mediated discussion</i>
<b>Class 13</b> *Nov 29	Individual Conferences & Peer Project Support	n/a	<i>Bring draft of final reflection</i>
<b>Class 14</b> Dec 6	Conclusions & Sharing Final Projects	n/a	<b>FINAL PROJECTS</b>