

LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP 305 Reading Teacher Practicum
Fall 2018
Thursdays 5:00 – 7:30 p.m.
Cuneo Hall 111

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 and at your Sequence 7 sites. I officially retired from full time teaching at Loyola as of June 30, 2016 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. 8 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.

PRIMARY 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 Texts: There will be no required texts for this course in Fall 2018. There will be multiple required readings posted on Sakai.

Recommended Texts: These books would be tremendously helpful for practicum lessons. However, the International Literacy Association is no longer publishing resources in book form. As a result, these may be extremely difficult to obtain, so they are not required.

Ellery, V., Oczkus, L., & Rasinski, T. (2018). *Literacy Strong All Year Long: Powerful Lessons for K - 2*. Newark, DE: International Literacy Association.
Library of Congress #2015947547

McLaughlin, M., Rasinski, T. (2015) *Struggling Readers: Engaging and Teaching in Grades 3 - 8*. Newark, DE: International Literacy Association.
ISBN: 978-0-87207-385-

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. The Illinois Reading Council Statewide Conference in Peoria will be held from October 4th to 6th. <http://www.illinoisreadingcouncil.org/>

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*.

ILA Code of Professional Ethics 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.

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.

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, candidates 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.

Note: All practicum sessions MUST be scheduled 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.

Time during CIEP 305 F18 class sessions will be devoted to preparation for the ISBE #177 Reading Teacher Exam, and also to preparing appropriate intervention lessons and requirements.

Class Schedule

Date	Topic	Assignment due on this date
August 30	Professional Development ISBE Reading Teacher Standards	
Sept. 6th	Practicum Orientation; Gathering Diagnostic Assessment Information; Effective Observation of Students Bring: McKenna and Stahl; <i>The Complete Guide to Tutoring Struggling Readers</i>	(L’Allier and Elish- Piper, 2007) and Sakai Post; ISBE Reading Teacher Standards survey & Reflection; <i>The Struggling Reader</i> , Ch. 1 on Sakai
Sept. 13	Motivation and Engagement with readers who struggle; Workshop: Planning an intervention lesson	*Identify two groups of students for practicum lessons
Sept. 20	Analysis of IRI data Supporting students within an Rtl structure	Review Chapter 3 in McKenna and Stahl (pp. 43 – 80) * Signed Practicum Letters due on Live Text
Sept. 27	Strategy Sharing Session I; Analysis of NAEP data	*Initial Data from teacher, interest inventory, etc. on practicum students on Live Text; ILA article on NAEP 2017 *Share lesson plan and instruction with group

Oct. 4 - 6	Online Class IRC State Conference in Peoria	Read two articles on working with paraprofessionals on Sakai and post response.
Oct. 11	Problem Solving and Data Based Decision Making; Comparison of special education and reading disabilities models of instruction – Analyzing IEPs for Reading	*PORTFOLIO PROGRESS CHECK AND REFLECTION All practicum assessment data, including IRI and initial recommendations due on Live text;
Oct. 18	Identifying and locating research articles to support classroom and program needs; Finding research to support edTPA and review of seminal studies	Bring lap tops to class, if available
Oct. 25	Strategy Sharing Session II; Work in class on research presentations	*Share lesson plan and instruction with group
Nov. 1	Research Presentations; Review for ISBE exam	Research Study Due
Nov. 8	Research Presentations; Intro to Inquiry Presentations and Writing a Case Study Report	McKenna and Stahl, Ch. 11 and Case Study examples
Nov. 15	Sharing: What we have learned about working with students who struggle with literacy in all areas of the curriculum; ISBE Exam review; Additional portfolio final elements	*PORTFOLIO PROGRESS CHECK AND REFLECTION; All lessons should be completed by this date.
Nov. 22	THANKSGIVING	
Nov. 29	Final Inquiry Presentations	*Inquiry Presentations Due
Dec. 6	Final Inquiry Presentations	*ALL PORTFOLIO ELEMENTS DUE

Assignments:

Portfolio: – Eight hours of work directly with students from two groups and two grade levels

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 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 Inquiry 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, ten minutes in length, and the primary emphasis should be on the teacher’s discussion of challenges, solutions, and evidence.

Case Study Portfolio: Work on this project will be submitted in a “portfolio” on Live Text.

Portfolio Progress Check in Dates:

October 11th and November 15th

Checklist on p. 9 of this syllabus

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. A two hundred word discussion/reflection of progress should be uploaded into Sakai Dropbox.

Research Article Presentation: Reading teacher candidates should use the LUC library search resources to locate a research article from a peer reviewed journal of their choosing from the last five years (2013 – 2018) that addresses a personally relevant topic related to reading or writing. A research article considered to be seminal may be used instead. This article should be approved in advance by the course instructor, and 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 October 18th. The selection of the article must be approved by the course instructor in advance of the candidate’s work on the presentation.

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 and online)	10%	
Reading Teacher Survey and Reflection	5%	
Portfolio Check Progress and reflections	10%	(5 % each)
Practicum elements (Full portfolio)	55%	
Research Article Presentation	10%	
Small group lesson intervention strategy sharing	10%	(5 % each)

Participation:

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.

Online Posting

- 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 305:

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

LOYOLA UNIVERSITY CHICAGO SCHOOL OF EDUCATION FRAMEWORKS AND POLICIES

Conceptual Framework:

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

CIEP 305 Reading Teacher Practicum fulfills the practicum requirements for the ISBE Reading Teacher Endorsement. It provides reader teacher candidates with a supervised school site based experience with they will work with two groups of students at two different grade levels

who benefit from additional data based intervention support in literacy. Course readings, experiences and assessments are designed to address the needs of diverse cultural and linguistic populations, as well as the learning needs of students with cognitive, physical, emotional, social and communication challenges. Candidates will be expected to respect and consider the needs of all students and the spectrum of students' diversity (race and ethnicity, socioeconomic status, sexual orientation, gender and gender identity).

SOE Conceptual Framework Standards (CFS)

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field. (research project)
- CFS2: Candidates apply culturally responsive practices that engage diverse communities. (Practicum intervention lesson plans)
- CFS3: Candidates demonstrate knowledge of ethics and social justice. (written and oral case studies)
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices. (practicum intervention lesson plans)

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. All three of these will be assessed in this course. The rubric related to these dispositions in LiveText. Disposition data is 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.

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.

The following will be evaluated for this course;

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

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

IDEA Course Evaluation Link for Students

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Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is 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/

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***.

CIEP 305 Fall 2018 Practicum Checklist Due Dates

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. 13	
Identify two sets of students at two different grade levels. (Alt. one set of students)	Write or revise letter to students	Sept. 20	
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. 20	
Schedule regular times to work with the students.	Schedule times in advance.	Sept. 20	
Schedule time for Dr. Hunt to visit with you at your school, if desired	Complete in class or email Dr. Hunt		
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. 27	
Administer an age appropriate interest inventory to first group of students	Upload into Live Text	Sept. 27	
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. 11	
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. 11 Nov. 8	
Keep a work sample from each lesson – or take a photo of student working with manipulatives if appropriate.		Nov. 15	
Utilize a variety of instructional strategies	These will be demonstrated in class and used in your presentation. If something works well, you may repeat it, but also add something new each session	Sept. 27 Oct. 25	
Keep a running list of texts and resources utilized. (Professional Materials)	Select age and interest appropriate texts.	Nov. 15	

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.)	Dec. 5	
Develop Media Presentation for Inquiry Topic 1	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. 15	
Consider suggestions for Professional Development 5%	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?	Dec. 5	
Upload all materials into Live Text Portfolio	If begun in fall, copy Portfolio and continue to upload materials.	By Dec. 5 th at midnight	

International Literacy Association Standards

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.