



LOYOLA  
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*Preparing people to lead extraordinary lives*

**LOYOLA UNIVERSITY OF CHICAGO  
SCHOOL OF EDUCATION  
CIEP 305 Reading Teacher Practicum  
Fall 2021  
Thursdays 5:00-7:30 p.m.**

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**School of Education Commitment - COVID-19:**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your

coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

### **Course Description:**

This course is the culminating experience in the reading teacher endorsement program. During this experience, teacher candidates pull together prerequisite experiences in this program and draw from them in clinical work at their internship site. We explore the professional and practical role of the literacy specialist within a school. In accordance with new ISBE Reading Teacher Endorsement guidelines, candidates 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) by assessing, diagnosing, teaching, and reviewing reading performance and growth. The practicum centers on research-based techniques for working with students from traditionally marginalized groups using the Response to Intervention (RTI)/Multi-tiered System of Support (MTSS) framework to emphasize data-based decision making and problem-solving. This course fulfills the goals and requirements for the ISBE reading teacher endorsement and

International Literacy Association (ILA) standards by candidates' completion of practicum portfolios that showcases assessment and intervention lesson work with two or more students at two or more K-12 grade levels.

**Course Format:**

This course is a practicum, meaning it centers on work in the field with children in classrooms. We will meet on campus on five occasions throughout the semester, with the remainder of the contact hours being facilitated through fieldwork in your internship placements and individual and small-group conferences held either in-person or online.

**Course Texts:**

There is no core text for this course, as you will pull from texts used across your program of study. Additional readings, often emergent from our discussions in class and experiences working with students, will be posted on Sakai.

You will select one professional text to read in professional learning communities (PLCs) with your peers. This text focus will emerge from your case study focus and reflection upon desired learning to close out the reading program. Examples include:

- Beeman, K, & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Caslon.
- Borsheim-Black, C., & Sarigianides, S. T. (2019). *Letting go of literary whiteness: Antiracist literature instruction for white students*. Teachers College Press.
- Herrera, S. (2016). *Biography-driven culturally responsive teaching*. Teachers College Press.
- Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.
- Zipke, M. (2021). *Playing with language: Improving elementary reading through metalinguistic awareness*. Teachers College Press.

**ILA Code of Professional Ethics:**

Candidates should display professional behaviors that follow the ILA code of ethics in all 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

**Related 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 support personnel to discuss interpretation of assessment data and 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. students, 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.

### **Assignments**

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

#### **Case Study Portfolio**

The practicum portfolio involves eight hours of work with students from two groups and two grade levels in addition to regular classroom instruction. (Candidates may not qualify for ISBE endorsement if they modify student teaching lessons to fulfill this requirement.) Individual elements of the will be assessed on this rubric throughout the semester using the provided rubric.

#### ***Data-based Decision-Making (10% of final grade)***

This includes administration of an IRI for one student along with interest inventories and informal data collection for all students. You will use these data to design interventions in collaboration with students' reading teachers.

#### ***Interventional Planning & Implementation (20% of final grade)***

You will individually teach small-group and individual instruction to assess and coach students. You will both collect assessment data and coach students in reading and responding to texts in spoken or written formats. After all sessions, you will compile data for the case study report.

***Case Study Report (20% of final grade)***

At the conclusion of sessions, you will write a case study report (as demonstrated in CIEP 328 course resources) to present to teachers. You will present your work to practicum candidates in a visual media presentation that showcases the student’s progress.

***Case Study Presentation (10% of final grade)***

The presentation will include (a) anonymous student artifacts that you collected during sessions, (b) interpretation of the data, and (c) description of targeted intervention and results.

***Inquiry Presentation (20% of final grade)***

Your PLC group will determine a question you have tried to find answers to during the semester. This question will be the focus of the presentation and discussion. The whole group will engage in discussion about this question. The presentation should be limited to 10 minutes in length.

***Participation (20% of final grade)***

The practicum involves various mediums of participation, including in-person class sessions, fieldwork with students in classrooms, and small-group PLC discussions focused on inquiry topics. You are expected to attend all sessions and actively participate in discussions.

**Grading Scale**

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

**Instructor Commitments:**

This semester continues to bring challenges caused by the pandemic. Together, we will make this semester productive and valuable to your development as an educator, while simultaneously prioritizing care, well-being, and balance. Here are my commitments to you.

- **CARE:** The top priority is your well-being and that of those around you. You cannot learn and develop as an educator unless your core needs are being met. Please take care of yourself and your physical and mental well-being amid all that is going on around us. Should I be able to support that in any way, please let me know.
- **FLEXIBILITY:** Your health and well-being come first, requiring flexibility in coursework. Assignments and due dates listed on the syllabus are the expectation; however, should a situation arise that require your attention, please reach out. You can disclose whatever you wish to disclose, and we will work to a reasonable solution.
- **RESPONSIVENESS:** I will respond to those changes and your related needs and concerns in any way that I can. I will look to you as my co-designers of this class trajectory. If something needs to change, then reach out and alert me to your concerns.
- **REFLECTIVE:** This course requires reflection upon your own experiences in education and what you wish to contribute moving forward. I also commit to ongoing and critical reflection, as my role as a professor is changing drastically. This course will not be business-as-usual, and we will use the current context to guide our reflection and action.

**SOLUTIONS-ORIENTED:** You all are engaging in the most important component of your teaching programs. This course seeks to support you as interns and student teachers, so we will focus on solutions to support your daily work as it evolves across the semester.

## **School of Education Policies**

### **Vision & Mission**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice. The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

### **Conceptual Framework and Conceptual Framework Standards**

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 in which 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).

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).
- CFS 3: Candidates demonstrate knowledge of ethics and social justice (written or oral case studies).
- CFS 4: 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 is in Live Text. 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.

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

### **LiveText and Digication**

All students, *except those who are non-degree*, may 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](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

### **Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### **Student Support**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC) (<http://www.luc.edu/sac/>).

### **Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. 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.

### **Syllabus Addendum Link**

<https://www.luc.edu/education/academics/syllabi/>

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*.

## Practicum Schedule

Date	Pre-Work	Session Focus	Portfolio Tasks
<b>Data-based Decision Making</b>			
Sept 2 <sup>nd</sup> Campus	Review syllabus Review ISBE standards	<i>What is the role of the reading teacher?</i> ISBE reading teacher standards Reflection on program learning Goals for practicum & portfolio	<ul style="list-style-type: none"> <li>√ Talk with teachers to identify two sets of students at two grade levels</li> <li>√ Draft letter to families about the intervention process</li> <li>√ Schedule times to work with students</li> </ul>
Sept 9 <sup>th</sup> Field-site	Return to previous course reading as needed re: assessment administration	<i>How does data drive interventions?</i> Collaborating with classroom teachers Gathering diagnostic assessment data Observing students' literacy in classrooms	<ul style="list-style-type: none"> <li>√ Administer IRI to 1-2 students</li> <li>√ Administer an age-appropriate interest inventory to all students</li> </ul>
Sept 16 <sup>th</sup> Flexible	Return to previous course reading as needed re: assessment analysis	<i>How does data drive interventions?</i> Data-based decision making Sharing and analyzing data in small groups Brainstorming plans for interventions	<ul style="list-style-type: none"> <li>√ Draft recommendations for research-based instructional practices</li> <li>√ Describe conceptual framework that shows research grounding</li> </ul>
<b>Intervention Planning &amp; Implementation</b>			
Sept 23 <sup>rd</sup> Campus	Return to previous course reading as needed re: reading interventions	<i>How do we plan interventions?</i> Backward-designed interventions Informing work with research Selecting, forming, & planning PLCs	<ul style="list-style-type: none"> <li>√ Begin instructional plans based on students and goals</li> </ul>
Sept 30 <sup>th</sup> Flexible	PLC reading selection	<i>How do we plan interventions?</i> Drafting intervention plans with template Discussing intervention plans in small groups Individual conferences with professor	<ul style="list-style-type: none"> <li>√ Finalize instructional plans based on students and goals</li> </ul>
Oct 7 <sup>th</sup> Field-site	Return to previous course reading as needed re: strategies & materials	<i>How do we implement interventions?</i> Initiating interventions with students Building rapport & setting purpose Setting up data collection procedures	<ul style="list-style-type: none"> <li>√ Implement the interventions.</li> <li>√ Keep work samples from each intervention (e.g., photos, artifacts)</li> <li>√ Maintain list of effective resources</li> </ul>

Oct 14 <sup>th</sup> Campus	PLC reading selection	<i>How do we implement interventions?</i> Building expertise to support students Exploring key areas emergent in field Learning from others' experiences	√ Implement the interventions √ Keep work samples and maintain list of effective resources
Oct 21 <sup>st</sup> Field-site	Return to previous course reading as needed re: strategies & materials	<i>How do we implement interventions?</i> Facilitating instructional interventions Collaborating with team members Consulting with professor as needed	√ Implement the interventions √ Keep work samples and maintain list of effective resources
Oct 28 <sup>th</sup> Flexible	PLC reading selection	<i>How do we implement interventions?</i> Facilitating instructional interventions Collaborating with team members Consulting with professor as needed	√ Implement the interventions √ Keep work samples and maintain list of effective resources
<b>Evaluation &amp; Reflection</b>			
Nov 4 <sup>th</sup> Campus	PLC reading selection	<i>How do we evaluate efficacy of interventions?</i> Continuously reflecting upon findings Writing case study reports Communicating findings with others	√ Analyze data from across interventions to determine learning √ Provide post-assessment to demonstrate growth over time
Nov 11 <sup>th</sup> Field-site	Return to previous course reading as needed re: data analysis	<i>How do we evaluate efficacy of interventions?</i> Analyzing data across the intervention Engaging students in self-reflection Reflecting upon learning & next steps	√ Provide data-driven instructional recommendations based on findings √ Consider professional development based on this experience
Nov 18 <sup>th</sup> Flexible	PLC reading selection Case study reports	<i>How do we communicate intervention results?</i> Sharing findings with PLC & professor Wrapping up book club discussions Preparing for larger inquiry discussions	
Nov 25 <sup>th</sup>	No class. Happy Thanksgiving!		
Dec 2 <sup>nd</sup> Campus	Inquiry project presentation	<i>How do we reflect as continuous learners?</i> Inquiry project sharing & discussions Goal setting for future professional learning Course & program conclusion/celebration	√ Upload all portfolio components √ Complete online course evaluation