

# CIEP 505:

## Literacy and Numeracy for Principals

Loyola University Chicago

### *Professionalism in Service of Social Justice*



*Preparing people to lead extraordinary lives*

**TIMES & LOCATION** Tuesdays 4:15-6:45  
Maguire Hall 334

January 13-May 5, 2015

**INSTRUCTORS:** Michelle Lia, EdD  
Phyllis Cavallone

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**The main purpose for this course is to educate future principals about the basics of numeracy and literacy teaching in preparation for advising and evaluating teachers of these subjects in preK-12 settings.**

#### **COURSE OUTCOMES:**

**Upon completion of this course, candidate will know and understand the following:**

- Developmentally appropriate practice and assessment for preschoolers
- Appropriate assessment tools and practices K-12
- preK-12 literacy development in children ages 3-18 years
- preK-12 literacy and numeracy best practices for all learners
- ways to lead faculty to improve instruction in literacy and numeracy preK-12 based on best practices

#### **IDEA Objectives for Class Evaluations:**

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
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

**\*\*Meaningful technology use is encouraged. In class, you are welcome to bring and use a laptop and/or tablet.**



**CIEP 505**  
**Literacy and Numeracy for Principals**  
**Loyola University Chicago**  
***Professionalism in Service of Social Justice***

**REQUIRED TEXTS:**

Cunningham, P. M. & Cunningham, J. W. (2013). *What principals need to know about teaching and learning reading, second edition*. Solution Tree: Bloomington, IN.

Kanold, T. (2011). *What principals need to know about teaching and learning mathematics*. Solution Tree: Bloomington, IN.

**TEXTS that are provided electronically on Sakai include...**

- National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS)
- Common Core State Standards in English Language Arts
- Common Core State Standards in Mathematics
- National Reading Panel (2000)
- National Reading Panel for Teachers by Timothy Shanahan, PhD
- Summary of the National Early Literacy Panel (2008)
- National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics
- Executive Summary of NCTM Professional Standards for Teaching Mathematics (full standards can be viewed at <http://www.nctm.org/standards/content.aspx?id=26628>)
- Illinois Council of Teachers of Math (ICTM) Early Childhood (EC) Standards
- Articles for required readings

**OPTIONAL TEXTS:**

**These will be shared in class, as well as being part of assignment 4.**

**EMBEDDED FIELD EXPERIENCES:**

- ✓ evaluate the literacy curriculum against the five national program reading standards and make recommendations for improvement
- ✓ review building schedule for literacy teaching and make recommendations
- ✓ evaluate the numeracy curriculum to identify opportunities for using mathematics in the real world (e.g., graphing, measurement, probability) and make recommendations for improvement
- ✓ create a school wide initiative in literacy or mathematics (e.g., math night, literacy night, Math or Reading Across America day event, etc.)

## ASSIGNMENTS

- ✓ All assignments are due at MIDNIGHT of the night of the due date (SEE MAY 5).
- ✓ All assignments completed outside of class must be completed using Microsoft Word (you can create in Pages, but please save as a Microsoft Word document before submitting).
- ✓ All assignments completed outside of class must be submitted via Sakai unless otherwise noted. Do not send the assignment via email unless Sakai is not working.
- ✓ Use APA 6<sup>th</sup> edition for all references and writing. This is a requirement. MLA and Chicago Style are not accepted.

## ASSIGNMENTS – briefly

(See rubrics on pages 8-24 for full details; also use the examples under “Examples Assignments” on Sakai under “Resources”)

### **Assignment #1: Numeracy (50 points)**

Analyze a school-wide mathematics curriculum and instructional strategies. Make recommendations for improvements. (Rubric pages 8-11)

### **Assignment #2: Numeracy (25 points)**

Contribute to the OCS math newsletter – more details from Professor Cavallone. (Rubric page 12)

### **Assignment #3: Literacy (50 points)**

Analyze the school literacy curriculum and instructional strategies. Make recommendations for improvement. (Rubric pages 13-16)

### **Assignment #4: Literacy (25 points)**

Read one picture book and one chapter book. Do a book talk in class about these texts. (Rubric pages 17-18)

### **Assignment #5: Meeting the Needs of Diverse Learners (25 points)**

Find and read an article about meeting the needs of English language learners in any subject. Write a 1-2 page reflection on this article. (Rubric page 19)

### **Assignment #6: Professional Development and Technology (25 points)**

Create a list of professional resources that you would recommend to teachers three resources for mathematics and three resources for literacy. Provide an oral review of one mathematics resource and one literacy resource in class. (Rubric page 20)

### **Assignment #7: Family Literacy or Mathematics Event (50 points)**

Plan, implement, and evaluate a family math or literacy event at your school. (Rubric pages 21-24)

\*NOTE – no Live Text assessments are included in this course.

*\*If you would like feedback on any assignment, please submit the assignment via email to me. I will review the assignment against the rubric and provide feedback. If you are satisfied with the grade you would earn based on that feedback, you can submit that assignment to Sakai.*

## Due Dates and Grading

Assignment	Due Date	Grade
Participation	each week	/16
#1 Numeracy – analysis and recommendations	Progress check: March 31 Final Due Date: May 5	/50
#2 OCS Newsletter	You will choose a due date of March, April, or May	/25
#3 Literacy - analysis and recommendations	Progress checks: February 24 and April 14 Final Due Date: May 5	/50
#4 Book Talk	April 14	/25
#5 Article reflection – ELLs	February 24	/25
#6 Professional Resources	February 10	/25
#7 Literacy/Math Night	Progress checks: February 24 and April 14 Final Due Date: present on April 21	/50

**Total possible points: 266**

**A+ = 100%**

**B - = 84%**

**A = 93-99%**

**C = 80-83%**

**A - = 92%**

**D = 76-79%**

**B+ = 91%**

**B = 85-90%**

<b>DATE; Tuesdays</b>	<b>CLASS MEETING TIME</b>	<b>Topic</b>
January 13	4:15-6:45	Introduction
January 20	4:15-6:45	Literacy
January 27	4:15-6:45	Literacy
February 3	4:15-6:45	Literacy
February 10	4:15-6:45	Literacy
February 17	4:15-6:45	Mathematics
February 24	4:15-6:45	Literacy
March 3	4:15-6:45	Mathematics
March 10	4:15-6:45	Mathematics
March 17	4:15-6:45	Mathematics
March 24	4:15-6:45	Mathematics
March 31	4:15-6:45	Mathematics
April 7	NO CLASS	NO CLASS
April 13 MONDAY	Greeley Lecture	Location and topic TBD
April 14	4:15-6:45	Literacy
April 21	4:15-6:45	Final presentations
April 28	NO CLASS	
May 5	NO CLASS	All final work due to Sakai by 5:00 pm*

## TENTATIVE SCHEDULE FOR CIEP 505

Date	Topic	Reading Due	Assignment Due
#1 JAN 13	Course Introduction Review of guiding standards	Read Teaching Disciplinary Literacy article by Shanahan & Shanahan	
#2 Jan 20	A Quick History of Literacy 1983 - present National Reading Panel LITERACY	*Introduction and chapter 1: C & C's <i>Teaching and Learning Reading</i> book *Timothy Shanahan's Report for Teachers of National Reading Panel (on Sakai under Literacy Resources) *IRA Position Statement on Reading First *Overview of Reading First	
#3 Jan 27	Content - Area Literacy Genres LITERACY	*Read C & C's <i>Teaching and Learning Reading</i> book chapter 2, 3, 4 *Going Beyond the Core (OCS) *Statement: Catholic Conference of Illinois *NCEA Position Statement CCSS	
#4 Feb 3	What does good literacy instruction look like? What does not-so-good literacy instruction look like? Close Reading Vocabulary Critical Literacy  LITERACY	*Read C & C's <i>Teaching and Learning Reading</i> book Chapters 5 & 6 *Read Article: "21 <sup>st</sup> Century Mentor Texts" (on Sakai) *Read two close reading articles on Sakai: "Students' Close Reading of Science Texts" and "Teaching With Challenging Texts in the Disciplines" *Choose and then view 15 minutes of close reading videos ("Literacy Videos" on Sakai)	
#5 Feb 10	Materials, Resources, and Motivation Home-school partnerships LITERACY	*Read C & C Chapter 7 & 8 *Choose at least one article on Sakai under Literacy Resources "Choose an Article"	Professional Resource List due
#6 Feb 17	Significant Historical Events and Policy in Math – Discuss OCS newsletter assignment MATHEMATICS	*Read Kanold Chapter 1 & 2	
#7 Feb 24	Teaching Diverse Learners Assessment LITERACY	*Read C & C Chapter 9 *Read and review Position Statement IRA Second-Language Acquisition	ELL article reflection due

		*Read “Reading Strategies of Bilingual Latina/o Students” on Sakai *Read “Assessment in RtI” article on Sakai	
#8 Mar 3	High Quality Assessment and Data Analysis MATHEMATICS	*Read Kanold Chapter 3	<b>Please bring laptop or tablet</b> Know your home school username & password for elementary for ctbonlinereporting.com  For high schools, bring your data and access (i.e., EXPLORE, ASPIRE, ACT)
#9 Mar 10	Mathematical Methods, Materials, Resources, and Effective Professional Development Global understanding of PD and education  MATHEMATICS	*Read Kanold Chapter 6 *Review Y. Zhao’s work G8 article Review several websites/resources	
#10 Mar 17	Monitoring, Evaluating, and Improving Instruction - MATHEMATICS	*Read Kanold Chapter 5 *Read Kim Marshall articles – will be provided	
#11 Mar 24	High-Quality Mathematics for ALL Learners – MATHEMATICS	*Read Kanold Chapter 4	
#12 Mar 31	Engaging Families, the Community, and the School in the Learning of MATHEMATICS		Progress check: Analysis of Math Curriculum –submit draft via email to p_cavallone@yahoo.com
#13 April 7	No class		
#14 Apr 13	Greeley Lecture		
#15 Apr1 4	LITERACY		Present/share book talks for assignment #4 with the class
#15 Apr2 1	Final Class: Presentations of Family Night plans		ASSIGNMENT DUE: presentation of plan, delivery, and evaluation of Numeracy or Literacy Event
April 28	No class		
May 5	No class		ALL assignments due to Sakai by 5:00 pm

## **Assignment #1: Analysis of School Mathematics Curriculum with Recommendations for Instructional Delivery and Resources**

Candidate will...

- ✓ analyze a school wide mathematics curriculum and instructional strategies and make recommendations for improvements
- ✓ Use resources from class readings and presentations to conduct an analysis, survey, and interviews as needed, and they will consider developmentally appropriate practice in conjunction with NCTM Principles and Standards for School Mathematics, NCTM Professional Standards for Teaching Mathematics, Archdiocesan Mathematics Standards, and Common Core State Standards
- ✓ Review data associated with mathematics student achievement and use it as a basis for decision and recommendation.
- ✓ Recommend changes in the curriculum and instruction as well as suggest possible professional development experiences that will be beneficial in moving the mathematics curriculum and practices toward more effective outcomes - all based on the analysis and recommendations for practice
- ✓ Recognize the school community's diverse cultural, social, and intellectual resources
- ✓ Write a professional case study that includes all of the **elements below and in the rubric on the next page**, demonstrating competence of the aligned standards.

### **Tasks:**

- Evaluate the Mathematics curriculum with respect to the NCTM Principles and Standards for School Mathematics, NCT Professional Standards for Teaching Mathematics, and Common Core/ISBE EC Standards
- Make recommendations for improvement
- Review data associated with mathematics student achievement and make recommendations based on those data
- Suggest professional development support that would be beneficial in order to implement curriculum recommendations.



### **Assignment #3 Literacy: Analysis of School Literacy Curriculum with Recommendations for Instructional Delivery and Resources**

#### **Candidate will...**

- ✓ analyze their school wide literacy curriculum and instructional literacy schedule across all grade levels and make recommendations for improvements.
- ✓ use resources from class readings and presentations to conduct a survey and interviews as needed, and they will consider developmentally appropriate practice in conjunction with Common Core.
- ✓ suggest possible professional development experiences that will be beneficial in moving the literacy curriculum and practices toward more effective outcomes based on the analysis and recommendations for practice, along with recognition of the school community's diverse cultural, social and intellectual resources

**Candidate will** write a professional case study that includes all of the elements below, demonstrating competence of the aligned standards.

#### Tasks

- Evaluate the literacy curriculum with respect to the elements in the National Reading Panel (2000), National Early Literacy Panel (2008), and Common Core/ISBE EC Standards
- Make recommendations for improvement
- Review building schedule for literacy teaching and make recommendations
- Suggest professional development support that would be beneficial in order to implement curriculum recommendations

### **Assignment #7: Family Literacy/Math Event**

Candidate will plan, host, and evaluate a family mathematics or literacy event at their school that addresses both family and school. First, candidate will review the relevant guidelines, readings, and standards related to both family involvement and literacy/mathematics in the home. A collaborative planning process will then be initiated, which involves assessing needs and resources relative to the chosen curricular area. As with other assessments for this course, the school community's diverse cultural, social and intellectual resources should be recognized and accessed as part of this process.

Candidate will

- ✓ develop an evaluation process for the event that includes the perceptions of caregivers in determining its degree of success.
- ✓ work with their school team to address planning issues, including allocation of resources, participation of staff, delegation of roles and responsibilities, and the schedule and content of the event.
- ✓ develop a brief survey which will be used in evaluating the effectiveness of the event using resources from class readings and school collaboration to

#### **Tasks:**

- Identify elements of the math or literacy curriculum, as well as elements in the relevant national recommendations and standards which pertain to family literacy and involvement
- Collaborate with colleagues, including teachers and administrators, to select themes for the event and plan the event.
- Delegate responsibilities to content area experts and supervise their work
- Identify and include school staff who are known to successfully build relationships with families and seek their input in the planning process
- Review building schedule and address practical/logistical concerns
- Use information from caregivers to both plan the event and assess their perceptions of the event as part of a critical self-evaluation.

# OFFICIAL: Dispositions Rubric, Teaching and Learning (1/8/14)

by Loyola University Administration

## Assessment

### Dispositions Rubric, Teaching and Learning

	Target (0.000 pt)	Acceptable (0.000 pt)	Unacceptable (0.000 pt)
<b>Professionalism</b> 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.
<b>Fairness</b> 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.
<b>All Students Can Learn</b> 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.

## Standards

**IL-LUC-DISP.1** Professionalism

**IL-LUC-DISP.2** Fairness

**IL-LUC-DISP.3** All Students Can Learn

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## **Course Standards**

# **Loyola University Chicago Policies**



*Preparing people to lead extraordinary lives*

## **COURSE STANDARDS:**

### **NATIONAL STANDARDS AND BENCHMARKS OF EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (NSBECS)**

**Standard 2:** An excellent Catholic school adhering to mission provides a rigorous academic program for religion studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.

**2.1** Religious education curriculum and instruction meets the religious education requirements and standards of the (arch) diocese.

**2.2** Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

**2.3** Faculty who teach religion meet (arch) diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

**2.4** The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

**2.5** Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

**2.6** Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.

**2.7** The theory and practice of the Church's social teachings are essential elements of the curriculum.

**Standard 3:** An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

**3.1** Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

**3.2** Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

**3.3** Every student participates in Christian service programs to promote the lived reality of action in service of social justice.

**3.4** Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

**7.1** The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

**7.2** Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

**7.3** Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

**7.4** Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

**7.5** Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

**7.6** Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

**7.7** Faculty collaborates in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

**7.8** The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

**7.9** Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

**7.10** Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

**Standard 8:** An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

**8.1** School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

**8.2** School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

**8.3** Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

**8.4** Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

**8.5** Faculty collaborates in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

**SREB 13: CRITICAL SUCCESS FACTORS/FUNCTIONS (2007):**

**CSF 3:** The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

**CSF 10:** The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.

**CSF 13:** The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

**The Interstate School Leaders Licensure Consortium (ISLLC) STANDARDS (2008):**

**ISLLC Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).

**ISLLC Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Function E).

**ISLLC 4:** An education leader promotes the success of every student by collaborating with faculty and community interests and needs, mobilizing community resources (Functions A-D).

**ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS) (2013):**

**Primary emphases:**

**Standard 6: Reading, Writing, and Oral Communication:** The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

**Standard 2: Content Area and Pedagogical Knowledge:** The competent teacher had in-depth understanding of content-area knowledge that includes central concepts, methods of inquiry, structures of disciplines, and content-area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

**Secondary emphasis:**

**Standard a-Teaching Diverse Students:** The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

**National Council for Accreditation of Teacher Education (NCATE) (2011)**

**ELCC 2.1:** Candidate understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

**ELCC 2.2:** Candidate understands and can create and evaluate a comprehensive, rigorous and coherent curricular and instructional program.

**ELCC 2.3:** Candidate understands and can develop and supervise the instructional and leadership capacity of school staff.

**ELCC 2.4:** Candidate understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

**ELCC 3.1:** Candidate understands and can monitor and evaluate school management and operational systems.

**ELCC 3.2:** Candidate understands and can efficiently use human, fiscal and technological resources to manage school operations.

**ELCC 3.3:** Candidate understands and can promote school-based policies and procedures that protect the welfare and safety within a school.

**ELCC 3.4:** Candidate understands and can develop school capacity for distributed leadership.

**ELCC 3.5:** Candidate understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**ELCC 4.1:** Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

**ELCC 4.2:** Candidate understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse, cultural, social, and intellectual resources within the school community.

**ELCC 4.3:** Candidate understands and can respond to community interests and needs by building and sustains productive school relationships with families and caregivers.

**ELCC 4.4:** Candidate understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

# **UNIVERSITY POLICIES**

## **IDEA Objectives for Class Evaluations:**

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
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

## **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

## **Accessibility**

Students who have disabilities that they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

## **EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

## **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.



In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **Conceptual Framework**

### **Mission**

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 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, and by conducting research on issues of professional practice and social justice.



### **Conceptual Framework: Professionalism in service of Social Justice**

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education – standards that are explicitly embedded in major benchmarks across all SOE programs.

**Service.** Our programs emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.

**Skills.** Professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In

addition competence with rapidly changing technologies is part of each professional's skill set.

**Knowledge.** Professionals have a strong, knowledge base grounded in research. This requires not only the understanding of a current body of literature, but also knowing how to critically evaluate new practices and research and a commitment to life-long learning. Professional societies and governmental bodies establish standards and guidelines for knowledge. We believe that the professional's depth of knowledge must exceed minimum standards for competent functioning. We place particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.

**Ethics.** No amount of knowledge or skills alone can make a professional in service of social justice. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education's learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.

### **Technology**

Technology will be used in a variety of ways in this course. First, students are expected to access all course resource materials on Sakai. Additionally, students will use the American Library Association ([www.ala.org](http://www.ala.org)), amazon.com and other resources for children's and professional books. Twitter will be used to find professional development materials that teachers can share with other professionals.

### **Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)  
[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

### **Diversity**

Diversity is an important part of daily life in any school. We as educators must remember that different is not less. This course will aim to share ways to celebrate diversity in literature and in turn celebrate the diversity of our classrooms. Additionally, this course will aim to provide solutions for respectfully and thoughtfully supporting students from diverse backgrounds with regard to literacy and numeracy.

### **Teacher Prep Courses with Clinical Components**

Note: this particular course does not have a clinical component.

**Dispositions**

Students in the Graduate School of Education are evaluated on the following dispositions each semester:

- All Students Can Learn
- Professionalism
- Fairness

These dispositions will be graded using the **rubric on page 25** of this syllabus. Disposition grades will be posted on LiveText.

Please keep these in mind when discussing in class, in written papers and reflections, and, most importantly, when interacting with stakeholders at your school.

**Absences**

One excused absence is allowed – excused for a professional event at school like Back to School Night or Parent/Teacher conferences. An additional absence will be up to the discretion of the instructors. Make-up work will be assigned accordingly.