

Loyola University Chicago
School of Education
CIEP: 359 Teaching Reading
Thursdays, 4:15-6:45 pm
Mundelein Room XXX

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Office Hours: Before or After Class and also by appointment.

COURSE DESCRIPTION: The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction and will emphasize the scientific foundations of reading instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state and national common core standards will be emphasized. Tier 1 classroom literacy interventions in accordance with Response to Intervention philosophy and practice will be highlighted. The needs of all children including those with special needs based on exceptionalities or on diversity of language or culture will be embedded in all course experiences. Teacher Candidates will be introduced to the Domains of Response to Intervention practices throughout this course and will observe and practice applications during the clinical experience. Current multi-cultural children's literature will be used in simulated classroom teaching experiences.

COURSE OUTCOMES: In combined experiences from course readings, demonstrations, modeling, mini-lessons, and discussions, by the end of the semester, teacher candidates enrolled in CIEP #359 will demonstrate beginning competence in the following knowledge base, skills, and strategies:

EU3 K1 Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)

EUK3 K2 Explain the scope and sequence in relevant Standards (national, IL, CCSS). (3A)

EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)

EU3 K11 Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)

EU3 K16 Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)

EU8 K1 Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)

EU8 K2 Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, fluency, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research. (6C)

EU8 K3 Explain how and why language varies and changes in different regions across different cultural groups, across different time periods and the impact this has on effective literacy instruction. (a1E)

EU8 K4 Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)

EU8 K5 Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)

EU8 K6 Recognize the role of prior knowledge in comprehending text. (f1B)

EU8 K7 Identify literary and informational text structures. (F1B)

EU8 K8 Describe the components of a comprehensive curriculum that develop students' literacy skills and strategies across all disciplines. (f1A)

EU8 K9 Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (f1C)

Additionally, candidates will:

1. *Demonstrate a high level of competence in the use of the English Language Arts. [ACEI 2.1]*
 - *Utilize these skills in order to develop lessons in reading, writing, speaking, viewing, listening and thinking skills.*
2. *Define, develop, and refine personal beliefs regarding literacy instruction based on research and best practices. [ACEI 1.0, 2.0, CF 1,]*
 - *Recognize the significance of quality core reading instruction for all learners.*
 - *Recognize mature literacy processes and their patterns of development.*
 - *Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.*
 - *Consider and discuss the significance of "service" and "ethics" in today's educational climate and the responsibility educators today have in our schools' cultures with respect to literacy education.*
 - *Learn how to organize students and classrooms for literacy instruction that addresses the needs of all learners.*
 - *Consider and create instructional plans geared toward struggling readers in order to close the achievement gap for literacy instruction.*
3. *Understand the science of reading through current research based practices and their connection to literacy instruction. (Phonological Awareness, Phonics, Vocabulary Development, Fluency, Text Comprehension). [ACEI 2, CF 1]*
 - *Recognize the significance of high quality research based practices in the delivery of core instruction.*
4. *Link ideals of comprehensive literacy instruction to instructional planning, implementation and assessment. [ACEI 3, ACEI 4]*
 - *Develop strategies for assisting children's acquisition of knowledge about print and cueing systems (Visual, Semantic, Syntactic)*
 - *Recognize the connections between comprehension, vocabulary and oral reading fluency.*
 - *Recognize strategies that facilitate development of the reading comprehension process through creative and stimulating instructional techniques that help students develop individual responses to text.*
 - *Understand skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.*
 - *Learn how to select and utilize literature to develop skills based instruction and that presents content particularly appropriate with respect to students' cultures and language.*
 - *Develop lesson plans that demonstrate the use of a variety of instructional strategies and are designed to meet the needs of diverse student populations.*
 - *Incorporate quality multicultural literature into literacy instruction.*
5. *Learn effective informal and formal strategies for assessing literacy development. [ACEI 4]*
 - *Understand the use of Curriculum Based Measures for Reading as screening and benchmarking tools within the Response to Intervention framework.*
 - *Recognize behavioral responses to reading*
 - *Analyze and record qualitative features of oral reading*
6. *Recognize that all learners have special needs and design literacy learning experiences for students with respect to their individual learning situations. [ACEI 1, ACEI 2.1, ACEI 3, CF 4]*
 - *Understand the Response to Intervention/MTSS philosophy with respect to literacy instruction and the classroom teachers' role.*

- Recognize that English Language Learners have significant cognitive demands placed on them as they learn to listen, speak, read and write in English along with their native languages and that they should be taught in purposeful and authentic contexts.
- Recognize and utilize research based teaching methods that are appropriate for all literacy learners, and make adjustments where appropriate for ELL learners.

7. Utilize technology in ways that facilitate the emerging roles of the learner and the educator with respect to the teachers' knowledge base, instructional planning, and curriculum and instruction in the areas of reading/language arts. [ACEI 3.5,CF 5]

8. Integrate and apply knowledge for instruction and assessment. [ACEI 2.1, ACEI 3, ACEI 4, CF 1, CF 4]

- Understand, apply and utilize the Illinois Learning Standards incorporating the Common Core in lesson planning.
- Promote all students' ability to apply language and thinking skills to many different genres, concepts, and situations.

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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.

SAKAI: Please check this official website for any changes in the schedule or office hours. In case of emergency, clinical school site closing or special circumstances, information will be posted.

REQUIRED TEXTS*:

*Candidates must have individual copies of the required texts and bring them to all class sessions unless notified. After the first week of class, candidates who do not bring required resources to class will not earn participation points.

1. **REVEL version of *Literacy for the 21st Century: A Balanced Approach* (Tompkins).** Follow these instructions:

It's time to access REVEL for Literacy for the 21st Century: A Balanced Approach, 7e, the course materials for CIEP 359

Here's how:

1. Go to: <https://console.pearson.com/enrollment/kwzvo1>
2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access online. (Temporary access option for financial aid is also available.)

Here's more information for your course section:
 Course start date: Jan 18, 2018
 Course end date: May 18, 2018

2. ***Word Identification Strategies, 5th edition.*** Barbara J. Fox

Required Readings on Sakai: There are several articles and resources posted under course documents.

REQUIRED SOFTWARE:

- 1) Live Text <https://www.livetext.com>

CIEP 359 Participation Policy:

It is expected that teacher candidates in CIEP 359 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 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.

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 359:

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

Please note the following additional information related to this course:

- Students should not use computers, the internet, cell phones, or other devices during class unless specifically used as a class resource or approved by the professor based on a special need or authorized circumstances. These may be used without approval prior to class, during official breaks, or afterward. Students should not be on social media sites during class. Those who do not follow these guidelines may not earn their participation points for the session.

- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics. In the event of an emergency, school closing, etc., please consult the Sakai Website for general announcements.
- Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed in the manner requested (i.e., hard copy, Live Text or Sakai or Forum). Assignments will not be accepted via email unless specifically requested by the instructor. Unless an extension is granted in advance, late assignments will not be accepted. Quizzes must be taken on the dates and times listed unless an official absence is granted.
- Students may not re-do assignments or expect that extra credit will be accepted.
As a result, it is important to make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.

CALENDAR

****For all REVEL assignments, please also watch any embedded videos in the chapter.**

****Rubrics MUST be handed in with all assignments**

****CYU= Check Your Understanding assignment within REVEL**

Date	Readings and Assignments	Class Topics	Class Activities
1) Jan. 18	Tompkins 1	Course Introduction What is reading? Elements of ELA instruction Becoming an Effective Literacy Teacher Literacy Related Discourse (ie, Common Core Standards; Response to Intervention, Multi-Tiered Systems of Support (RTI; MTSS))	Getting to Know Each Other Observing a large group anchor lesson Using a rubric to complete an assessment
2) Jan. 25	Tompkins 2 Fox 1 Anchor lesson extended response essay due in class (hard copy WITH rubric)	Critical Components of Effective Reading Instruction Common Core State Standards The Reading & Writing Processes (Before/During/After) Oral Language/Print Concepts Print Rich Environment Skills vs. Strategies	Beginning to plan with CCSS ELA Introduction to lesson planning Concepts of Print activities
3) Feb 1	Tompkins 3 & 4 (chapter 3, CYU) <i>What Counts? Literacy Assessment in Schools article (on Sakai)</i>	Assessment of Literacy Development: Introduction CBMs (AIMSweb) Benchmarking/progress monitoring Emergent Literacy for youngest children	Formative and Summative Assessment Exploring different types of assessments Video of emergent/early literacy work
4) Feb 8	Tompkins 5 (CYU) Fox 2 & 3	Phonological Awareness, Phonemic Awareness and Alphabet Principle	Phonemic Awareness practice
5) Feb 15	Fox 4 & 5	Phonics	Phonics Pre-assessment Phonics activities/instructional strategies
6) Feb 22	<i>No reading assignment</i> Quiz 1	Review of phonics & alphabetic principal Connection to spelling Words Their Way	Quiz Lesson planning review
7) Mar 1	Tompkins 6	Fluency	Sign up for Journal Talk article (have a

	<p>Running records text (on Sakai)</p> <p>Lesson Plan One (code based) due in class (hard copy) with rubric</p>	<p>Running Records Cueing Systems Assessing Word Knowledge (DIBELS, QRI, RR, F&P, PA assessments, AIMSweb, CAP)</p>	<p>backup, as no more than five people will read the same article) Practice RR and other assessments</p>
8) Mar. 8	No Class	Spring Break	No class
9) Mar.15	<p>Tompkins 7 (CYU)</p> <p>Fox 6</p>	<p>Academic Language Structural Analysis</p>	<p>Feedback on Lesson Plan One Differentiating between all-purpose and discipline specific vocabulary Three “tiers” of vocabulary Academic language demands across disciplines Intentional teaching of vocabulary Begin planning for Lesson Plan 2</p>
10) Mar. 22	<p>Tompkins 8</p> <p><i>The Comprehension Matrix</i> article (on Sakai) Lesson Plan One with Revisions Due on Live Text</p>	<p>Comprehension strategies Reading behaviors Motivation</p>	<p>Reading Strategies RAN Strategy (Stead) Practice comprehension work Explore motivation factors</p>
12) Mar 29	No Class	Easter Holiday	No Class
13) April 5	<p>Tompkins 9</p> <p><i>McLaughlin, M. (2012). Reading Comprehension: What Every Teacher Needs to Know</i> (on Sakai)</p>	<p>Reading Comprehension Close Reading Strategies</p>	<p>Close Reading video and practice Comprehension skills: QAR, Predict-o-gram, Book bits, Small Group Guided Reading Instruction Before, During, After Reading</p>
14) April 12	<p>Tompkins 10 (CYU)</p> <p><i>Guided Reading: Romance and Reality</i> (on Sakai)</p> <p>Quiz 2</p>	<p>Guided Reading Literature Circles/Book Clubs</p>	<p>Analyzing text complexity Leveling books Video of guided reading lesson Close reading activity</p>
15) April 19	<p>Second Lesson Plan Due on Live Text</p> <p>Tompkins 11</p> <p>Daily Five article (on Sakai)</p>	<p>Supports for Struggling Readers Putting it all Together</p>	<p>Differentiating literacy instruction Flexible grouping Daily Five (video) Reading & Writing Workshop</p>
16) April 26	<p>Journal Talk assignment due in class</p>	<p>Journal Talk Policies and Synthesis</p>	<p>Journal Talk with article group Split group journal talks</p>

Assignments and Grading

Assignment Name	Percentage of Overall Grade	Due Date
Anchor Lesson Extended Response	10%	Jan. 25 (hard copy in class with rubric)
Quiz #1	15%	Feb. 22
Quiz #2	10%	April 12
Journal Talk	10%	April 26 (hard copy in class with rubric)
Lesson Plan One	15%	March 1 (hard copy in class) Revised due March 22 (on Sakai)
Lesson Plan Two	20%	April 19 (on Live Text)
Class Participation	15%	Ongoing
Textbook Reading Assignments on REVEL	5%	Ongoing

Information Regarding Assignments

Teacher Candidates should follow all professional guidelines in the TLLSC handbook. Class attendance is mandatory. Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.

If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone. Learning Partners can share responsibility for collecting handouts or handing in materials.

All student work should demonstrate serious effort and professionalism. All work must be individually completed. Credit must be given to original sources.

All assignments including lesson plans and the essays must be typed.

All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Required Readings: Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed. Required textbooks and materials should be brought to class each day unless students are notified otherwise.

Assignment Descriptions

Class Participation: Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have official SOE excused absences or Athletic participation will be allowed to make up participation points. Punctuality, responsibility, professionalism, preparedness and contributions are considered. The rubric is posted above.

Responses to Readings on REVEL: Teacher candidates will be using the electronic REVEL version of a textbook in this course. Some of the assigned readings also require responding to “Check Your Understanding” (CYU) questions online related to the reading. These are indicated in the syllabus calendar with the chapter number highlighted in yellow.

Anchor Lesson Response Essay: On the first day of class, teacher candidates will watch a video of literacy lesson. Candidates will be asked to write a 600 word essay that identifies key elements of the lesson and connects them to their personal beliefs about teaching literacy. A guide will be completed in class. The rubric and further description for this will be posted on Sakai.

Two Lesson Plans: Candidates will individually design two lesson plans--one code based and one meaning based. The first lesson plan will be a formative assessment, submitted for comments and revisions. Candidates will post the revised version after implementing feedback. The second lesson plan will be summative and it is expected that candidates will demonstrate their knowledge of lesson planning as well as pedagogy in the teaching of literacy. The first plan will be originally submitted as a hard copy in class, then the revised copy will be submitted on Sakai. The second plan will be submitted and assessed on Live Text. The rubric for this will be posted on Sakai and Live Text. Candidates will be required to use the TLLSC lesson plan template.

Journal Talk:

An important aim of this course is to develop your skills as a literacy professional. To support you in adopting current research-based practices and future research-based practices this assignment aims to provide a foundation for your ability to consume and evaluate research about literacy pedagogy. The goal of this assignment is to provide you with a skill set that will help you make decisions about which literacy techniques will be most effective in your own classroom. Students should choose an article from the list of articles on SAKAI that they would like to present in class. Detailed directions for how to read and present the article are posted to SAKAI. You will lead these presentations in groups of four, providing a thorough summary of the article. This summary should include the objectives of the study, a description of the technique evaluated, and evidence for why you would or would not adopt this technique in your classroom (see detailed instructions on SAKAI).

Quizzes: Teacher candidates will take two quizzes to demonstrate their understanding of key content related to the foundations of literacy.

ACEI Assessment #3
Literacy Lesson Plan Template and Rubric

1. Candidates will be required to use the official TLLSC literacy lesson plan template .

Element /Standard	Target	Acceptable	Unacceptable
<p>Content Knowledge: Standard 1.0 Development Learning Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</p>	<p>Teacher candidate’s plan demonstrates a thorough understanding of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are well represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific statements, questions and strategies that are developmentally appropriate for the grade and learning level addressed.]</p>	<p>Teacher candidate’s plan demonstrates recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific developmentally appropriate details throughout.]</p>	<p>Teacher candidate’s plan does not demonstrate recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are inappropriate or missing from the plan. Evidence that the candidate considered diverse language, learning and cultural needs of students is missing . [Plan requires additional specific details that make it clear how this lesson will be taught to the identified grade and reading level.]</p>
<p>Content Knowledge: Curriculum Standard 2.1 Reading, Writing, and Oral Language— Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;</p>	<p>Literacy lesson plan thoroughly addresses diverse learners’ individual developmental, linguistic, learning and interest needs in the areas of reading, writing, listening, speaking and viewing. A variety of evidence based strategies are used appropriately to teach students to decode, comprehend, respond to and enjoy written texts in a balanced approach that addresses both word and text level skills. Critical responses to text are encouraged and supported. [Plan provides specific steps and details for before, during and after reading/writing to guide students in their literacy learning based on the</p>	<p>Literacy lesson plan addresses instructional considerations for teaching reading, writing, listening, speaking and viewing by attending to individual learner’s developmental, linguistic, learning and interest needs. Evidence based strategies are used purposefully to engage students and to allow them to respond to text in a balanced approach that includes critical and creative responses. [Plan provides details for before, during and after reading/writing and it is aligned with the curriculum standards and objectives.]</p>	<p>Literacy lesson plan fails to consistently provide adequate standards/objectives and instructionally aligned details needed to teach reading, writing, listening, speaking or viewing or to effectively address the needs of individual and diverse learners. Evidence based strategies may not be appropriately or purposefully used in order to engage learners or to help them develop both word and text level skills. [Additional specific details may be needed in some or all of the before,</p>

	identified curriculum standards and objectives.]		during or after reading/writing instructional elements.]
Standards Standard 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Teacher candidate has identified highly appropriate CCSS ELA standards and has used this effectively to build a purposeful lesson that incorporates knowledge of learning theory and subject matter. These components are represented clearly in all parts of the lesson plan and in the instruction. [Candidates identify three or fewer standards and align them clearly with objectives, assessment and procedure.]	Teacher candidate has identified appropriate CCSS ELA standards and has used the standards to build a lesson that incorporates knowledge of learning theory and subject matter. These components are represented in all parts of the lesson plan and in the instruction. [Candidates identify three or fewer standards and align them with objectives, assessment and procedure.]	Teacher candidate has failed to identify appropriate CCSS ELA standards and has created a lesson plan that is not focused; it lacks evidence of knowledge of learning theory and subject matter. [Candidates struggle to identify three or fewer standards and align them with objectives, assessment and procedure.]
Objectives Standard 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional and physical development of each elementary student.	Teacher candidate has written measurable objectives specifically aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are specifically and clearly aligned with standards.]	Teacher candidate has written measurable objectives generally aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are aligned with standards.]	Teacher candidate has failed to provide measurable objectives and has not aligned objectives with the standards and plan for assessment. Objectives are not written in appropriate format with the action verb, conditions and criteria. Appropriate domains are missing. [Objectives may be too few or too many and are not specifically and aligned with standards and assessment.]
Assessment Standard 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	Teacher candidate has developed a coherent and cohesive plan for assessing the outcomes of the lesson and has provided the results or data from the lesson if possible or appropriate. Formative or summative assessment data along with analysis of instructional procedures is used to determine future plans for instruction. [Candidate includes a simple, yet specific rubric for assessing student	Teacher candidate has developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is considered in the analysis of instructional procedures and is used to determine future plans for instruction. [Candidate includes a simple rubric for assessing student performance that is linked to standards/objectives.]	Teacher candidate has not developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is missing or is not considered in the analysis of instructional procedures and is not used to determine future plans for instruction. [A rubric that clearly demonstrates how the

	performance that is aligned with standards/objectives.]		standards/objectives are met needs to be provided.]
Materials	Teacher candidate identifies, develops and utilizes a variety of curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list and examples are provided, where appropriate.]	Teacher candidate identifies, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list is provided.]	Teacher candidate fails to identify, develop and use curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list needs to be provided.]
Procedure- Standard 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	Lesson details demonstrate a thorough understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Specific, creative and targeted strategies and approaches are clearly presented that respond directly to the needs of diverse students. [Specific elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]	Lesson details demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are presented that respond directly to the needs of diverse students. [Elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]	Lesson details fail to demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are generic and fail to respond directly to the needs of diverse students. [Effective use of differentiation for instruction is not specified.]
Standard 3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	Lesson details provide specific activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides detailed steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]	Lesson details provide activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides helpful steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]	Lesson details lack activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan tends to be generic and would be difficult for someone else to teach with this limited

			guidance.]
Standard 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	Details include varied evidence based strategies, approaches, materials, resources and technology designed to effectively engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. Candidate demonstrates recognition of cultural and gender differences and responds accordingly. [Specific evidence based strategies are intentionally and effectively utilized in this lesson.]	Details include evidence based strategies, approaches, materials, resources and technology designed to engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. [A specific evidence based strategy is utilized in this lesson.]	Details do not include evidence based strategies, approaches, materials, resources and technology designed to engage students in the lesson. Strategies to motivate, guide, and support students to become independent learners are missing.[It is not clear how or where a specific evidence based strategy is intentionally utilized in this lesson.]
Communication Skills Standard 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom	Teacher candidate models effective use of English in written and spoken discourse and encourages a variety of opportunities for supportive, collaborative and interactive communication among students. Media communication used to effectively support active learning. Instructional practices promote active and creative thinking and problem solving. [Candidate makes an attempt to teach in an interesting and engaging manner.]	Teacher candidate models appropriate use of English in written and spoken discourse and encourages opportunities for supportive, collaborative and interactive communication among students. Media communication is included when appropriate. Instructional practices promote active and creative thinking and problem solving.	Teacher candidate does not use appropriate language skills in written and spoken discourse. No effort to include media communication is present. There is a lack of evidence that the candidate would encourage opportunities for supportive, collaborative and interactive communication among students.
Reflection Standard 5.1 Professional growth, reflection and evaluation— Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on student, families and other professionals in the learning community and actively seek out	Teacher candidate provides a thoughtful and perceptive analysis of the lesson in specific and detailed terms. Suggestions are provided for future lessons and data from the assessment is considered. Support or connections to this from research is provided. Candidate may suggest a plan for professional development or collaboration with other professionals. [Candidate provides an insightful and thoughtful statement about what is believed to be a	Teacher candidate provides a thoughtful analysis of the lesson. Suggestions are provided for future lessons and data from the assessment is considered. Support or connections to this from research is provided. Candidate may suggest a plan for professional development or collaboration with other professionals. [Candidate provides an appropriate statement about what is believed to be a strength of this plan and what might need to be	Teacher candidate provides a cursory analysis of the lesson. While suggestions are provided for future lessons, the data and research support for the suggestions is missing. [Candidate needs to think about this plan regarding ways that it might need to be adapted when taught or could be taught as a follow up lesson.]

opportunities to grow professionally	strength of this plan and what might need to be adapted as it is taught, or taught as a follow up lesson.]	adapted as it is taught.]	
Overall Grade			

LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

Conceptual Framework

Teacher candidates in CIEP 359 will be expected to demonstrate “social action through education” in course experiences. This will be evidenced by developing and displaying knowledge and skills in literacy concepts, curriculum, instructional strategies and pedagogy based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized. The following CF standards will be assessed in the CIEP 359 Core Assessment:

Literacy Lesson Plan. Additional information regarding the conceptual framework for the SOE can be found at www.luc.edu/education/mission/

School of Education Conceptual Framework Standards:

CF1: Candidates critically evaluate current bodies of knowledge in their field.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

Each course, sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions including Professionalism, Fairness and the Belief that All Students Can Learn. Candidates are offered opportunities to receive feedback on their dispositional growth. The following teacher preparation specific disposition assessed in this course is listed below. The assessment rubric for all dispositions for this course is available on Live Text.

IL-LUC-DISP-2016.1

Professionalism

IL-LUC-DISP-2016.2

Social Justice

IL-LUC-DISP-2016.3

Inquiry

IDEA Course Evaluation Objectives

The course evaluation for this course will be completed online and is found at <http://luc.edu/idea/> The goals of CIEP 359 are primarily to support candidates in:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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*.