

**Loyola University Chicago
School of Education
CIEP: 359 Teaching Reading
Thursdays, 4:15-6:45 pm
Room: Cuneo 107**

**Instructor: Dr. Leah Romaine, NBCT
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Office: Lewis Towers 1031
Office Hours: Before or after class and 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)

EU3 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.

SPECIAL CIRCUMSTANCES: Candidates who have any special needs or who may require adaptations, modifications, or accommodations for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Accommodation letters, disposition contracts and any other official documentation that impacts the students' participation in the course should be shared with the instructor during the first week of the term.

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. ***Literacy for the 21st Century: A Balanced Approach*** (Tompkins).

You do NOT need the REVEL access/version of this. An ebook, loose leaf, or hard copy version is best, as you will need this text for part of Sequence Five in the fall.

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:

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|----|----------|
| 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

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

* This calendar is tentative and may be adjusted at the instructor's discretion.

| Date | Class Topics | Class Activities | Readings and Assignments |
|----------|--|---|--|
| Jan. 16 | <ul style="list-style-type: none"> *Course introduction *Oral language as the foundation of reading and writing *Elements of ELA instruction *Becoming an effective literacy teacher | <ul style="list-style-type: none"> *Building our classroom community *Understanding course expectations *Understanding oral language *Observing a large group mini-lesson | Tompkins 1 Anchor lesson extended response essay due to Sakai on Jan. 23 by class start time WITH rubric |
| Jan. 23 | <ul style="list-style-type: none"> * Theoretical frameworks of literacy learning * Critical components of effective reading instruction * The reading-writing connection * Skills vs. strategies * Common Core State Standards (CCSS) | <ul style="list-style-type: none"> * Beginning to plan with CCSS ELA * Introduction to lesson planning | Tompkins 2 & 3 Fox 1 |
| Jan. 30 | Assessment of literacy development -Curriculum-based measures (CBMs) -Benchmarking/progress monitoring -Standardized, norm-referenced assessments | <ul style="list-style-type: none"> * Formative and summative assessment * Exploring different types of assessments | Tompkins 4 <i>What Counts? Literacy Assessment in Urban Schools</i> article (on Sakai) |
| Feb. 6 | Emergent literacy -Print concepts -Phonological awareness, -Phonemic awareness -The alphabetic principle | <ul style="list-style-type: none"> * Phonemic awareness practice | Tompkins 5 Fox 2 & 3 |
| Feb. 13 | Phonics | <ul style="list-style-type: none"> * Phonics instructional strategies | Fox 4 & 5 |
| Feb. 20 | Connecting phonics and spelling Words Their Way HFWs | <ul style="list-style-type: none"> * Quiz 1 (in class) * Lesson planning review | Tompkins 6 Lesson Plan One (draft) due Feb. 26 at 11:55pm on Sakai (include rubric) |
| Feb. 27 | Fluency Running Records Cueing Systems Assessing Word Knowledge (DIBELS, QRI, RR, F&P, PA assessments, AIMSweb, CAP) | <ul style="list-style-type: none"> * Sign up for Journal Talk article (have a backup, as no more than four people will read the same article) *Fluency instructional strategies *Analyzing running records | Tompkins 7 |
| March 5 | Spring Break | No class | No class |
| March 12 | Academic language Structural analysis | <ul style="list-style-type: none"> * Academic language demands across disciplines * "Tiers" of vocabulary * Intentional vs. incidental vocabulary learning * Begin planning for Lesson Plan 2 | Tompkins 8 & 9 Fox 6 Lesson Plan One with Revisions Due March 18 at 11:55pm submit to Live Text AND Sakai |
| March 19 | Comprehension strategies Reading behaviors Motivation | <ul style="list-style-type: none"> * Comprehension strategies across genres, disciplines and text types | <i>McLaughlin, M. (2012). Reading Comprehension: What Every Teacher Needs to Know</i> (on Sakai) |

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|----------|--|---|--|
| March 26 | Reading comprehension: -Text complexity -Reading demands across text levels | * Analyzing text complexity * Understanding the demands of texts on readers | Tompkins 10 <i>Guided Reading: Romance and Reality (on Sakai)</i> |
| April 2 | Guided reading Close reading Conferring as tool for instruction and assessment | * Close reading * Guided reading instruction * Video of guided reading lesson * Individual reading conferences In-class portion of quiz 2 | Tompkins 11 Quiz 2: first half in class, second half (take home) due April 9 by 11:55pm |
| April 9 | Easter Holiday | No Class | |
| April 16 | Supports for struggling readers RtI/MTSS Putting it all together | * Differentiating literacy instruction * Flexible grouping * Daily 5 * Reading & Writing Workshop (video) | Second Lesson Plan Due on Live Text AND Sakai on Sunday, April 19 by 11:55 pm |
| April 23 | Journal talk Policies and synthesis | * Journal Talk with article group * Split group journal talks | Journal Talk assignment due in class |

Assignments and Grading

| Assignment Name | Percentage of Overall Grade | Due Date | Format |
|------------------------------------|-----------------------------|---|----------------------------|
| Anchor Lesson Extended Response | 10% | January 23 | Sakai |
| Quiz #1 | 15% | February 20 | Hard copy/in-class |
| Quiz #2 | 15% | April 9 (take home portion) | Sakai |
| Journal Talk | 10% | April 23 | Hard copy in class & Sakai |
| Lesson Plan One | 15% | Draft due: February 26 Revisions due: March 19 | Sakai |
| Lesson Plan Two | 20% | April 19 | Sakai and LiveText |
| Class Participation | 15% | Ongoing | N/A |

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 **prior to the start of the class session**. Learning Partners can share responsibility for collecting handouts and communicating information shared during the session.
- 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.

Anchor Lesson Response Essay: On the first day of class, teacher candidates will watch a video of a whole class 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 to Sakai; the instructor will provide feedback and then the revised copy should be re-submitted on Sakai. The second plan will be submitted to and assessed on Live Text and Sakai. The rubric 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 those listed on SAKAI that they would like to present in class. Detailed directions for how to read and present the article will be posted to SAKAI. You will lead these presentations in small groups, 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. The first will be entirely in class and independent. The second will have an independent, in-class portion and a take-home portion.

TLLSC Syllabus Statement

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses standards to build candidates' expertise for teaching ELs.

Other Concerns

If you have concerns about the program, curriculum, or instruction, please talk to your instructor directly. If your concerns still linger after you have engaged in a direct discussion with your instructor, then you should contact the Teaching & Learning program chairperson (Dr. Guafang Wan, gwan1@luc.edu).

Managing Life Crisis and Finding Support

Should you encounter an unexpected crisis during the semester (i.e. 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 (www.luc.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their website here: <https://luc.edu/dos/services/>.

Accommodations

Any student registered with the Student Accessibility Center (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700

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](http://www.luc.edu/education/mission/School%20of%20Education%20Conceptual%20Framework%20Standards):

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

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 Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession

IL-LUC-DISP-2016.2 Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

IL-LUC-DISP-2016.3 Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Smart Evaluation; Course Evaluation Objectives : The course evaluation for this course will be completed online. 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: Spring 2020

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.

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***.