LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

CIEP 329: Materials, Resources, and Strategies for the Reading Teacher
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2022
Instructional Mode: Face to Face

Instructor Information
Name: Sara Sukalski
Email: ssukalski@luc.edu
Phone: (847) 414-4827
Response: Email response within 24 hours
Office hours: Monday 5:30-6:00 (Zoom) or by appointment
https://luc.zoom.us/j/88590567695

Course Information
- The class is formally scheduled on Tuesday evenings from 4:15-6:45 pm.
- 1/18 and 1/25 classes will be held on ZOOM
  https://luc.zoom.us/j/81587294713?pwd=anN6dCt3bWRzNC84RTBDcEhjWHg1UT09
- In- Person Classes will meet in Cueno Hall, Room 11

School of Education Commitment - COVID-19

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

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

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professors is encouraged. We know the SPRING 2022 Return to Campus is

once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University's Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

Course Description
This course provides candidates in the reading teacher endorsement program with an in-depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary responsibility is the teaching of literacy. This course goes beyond what is offered in CIEP 359 and Sequence Five to investigate the needs of elementary and middle-school students with special needs in the area of literacy and to identify materials, resources, and instructional strategies to plan instruction that meets the needs of all students. Use of the Multi-tiered Systems of Support framework will emphasize data-based decision-making and problem-solving. Curriculum development with respect to the Common Core English Language Arts Standards will be included and applied to individual, small-group, and whole-group instructional models. Candidates will consider historical foundations of literacy instruction and to compare and contrast these with contemporary issues in reading and writing research to evaluate curriculum materials and approaches.

Course Goals
Essential Questions:
- Who needs additional supports in literacy instruction?
- How can Multi-Tiered Systems of Support bolster diverse students' literacy skills?
- How do English Language Arts standards guide multi-tiered systems of support?
- How can students' assets and abilities be used to bolster their needs in the area of literacy?
- How do students' backgrounds and competencies shape material and strategy selection?
- What makes a text accessible for a particular student?
- How can teachers provide access to complex texts without simplifying or lowering expectations?
- How does explicit strategy instruction support reading comprehension?

- What are the components of a good literacy intervention?
- What role does the reading teacher play in supporting emergent bilinguals, students with special needs, and so-called struggling readers?

As a part of this module, candidates will understand that effective educators:
- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, socioeconomic status, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).

As a part of this course, candidates will:
- Develop, implement, evaluate, and modify instruction using Common Core ELA standards.
- Develop literacy instruction that encompasses developmental, cultural, and linguistic diversity.
- Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction.
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students.
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text.
- Introduce and develop reading strategies to improve comprehension of literary and informational texts and enhance critical thinking skills in single texts and multiple texts.
- Explain the uses of current and emerging technology, tools, and resources to maximize learning.
- Utilize a variety of technological tools and skills to support literacy instruction, including but not limited to computers, cameras, interactive web sites, blogs, and online research.
- Explain how demographic and instructional data provide the contextual information relevant for the development of goals and objectives, assessments, and instructional design.
- Identify what constitutes evidence-based practices related to designing and implementing instruction.
- Explain the design principles and components of effective units and lessons that promote high expectations and accessibility for all learners.
- Incorporate research and evidence-based practices into the design of instruction.

Readings & Resources
Core Text:
- Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement* (3rd edition). Stenhouse. ISBN: 9781625310637

Selected Texts:
- One text from the *Biography Series for New Readers* (see 15 options on Amazon)
- One high-quality, inclusive, anti-racist text to read independently (e.g., *Stamped*)

Other Readings (posted on Sakai):
- Beach, R., Thein, A. H., & Webb, A. (2012). Digital/media literacy. In *Teaching to Exceed the English Language Arts Common Core Standards*. Routledge.
- Beeman, K., & Urow, C. (2013). Language resources, linguistic creativity, and cultural funds of knowledge. In *Teaching for Biliteracy*. Caslon.
- Berger, R., et al. (2014). Unpacking the power of informational and literary texts. In *Transformational literacy: Making the Common Core shift with work that matters*. John Wiley & Sons.
- Blackburn, B. R., & Witzel, B. S. (2018). Evidence-based practices in literacy. In *Rigor in the RTI and MTSS Classroom*. Routledge.

- Freeman, Y. S., & Freeman, D. E. (2009). Coping with academic texts and textbooks. In *Academic Language for English Language Learners and Struggling Readers*. Heinemann.
- Gamm et al., (2012). *Common Core State Standards and diverse urban students: Using multi-tiered systems of support*. Council of the Great City Schools.
- García, O., Johnson, S. I., & Seltzer, K. (2017). Content-area literacy in the translanguaging classroom. In *The Translanguaging Classroom*. Caslon.
- Heineke, A. J., & Ellis, A. (in progress). *Texts as mirrors*. Using Inclusive Texts in Today's Classrooms: Mediating Identities, Languages, and Understandings. Teachers College Press.
- Heritage, M., Walqui, A., & Linquanti, R. (2015). Pedagogical shifts that support ambitious learning. In *English Language Learners and the New Standards*. Harvard Educational Press.
- Lisenbee, P. S., Pilgrim, J., & Vasinda, S. (2020). Changing learning environments: Transformational practices. In *Integrating Technology in Literacy Instruction*. Routledge.
- Pierce, K. P. (1999). "I am a level 3 reader": Children's perceptions of themselves as readers. *New Advocate, 12*, 359-375.
- Schmida, M. (2019). Making powerful texts engaging and accessible to English learners. In *Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners*. Teachers College Press.
- Walqui, A. (2019). Designing the amplified lesson. In *Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners*. Teachers College Press.
- Williams, J. P. (2015). Reading comprehension instruction: Moving into a new era. In *Research-Based Practices for Teaching the Common Core*. Teachers College Press.

Course Assignments
All assignments should be submitted to Sakai by 11:55pm on the due date listed on the course schedule. Detailed descriptions and rubrics can be found on the Sakai page. All assignments should be your original work without directly using resources or strategies found in texts or websites. Please follow APA format when appropriate, cite all sources utilized, and include full references for all works cited.

Project #1: Self-Reflection (*10% of final grade*)
You will create an infographic that depicts you as a reading teacher. You can include your photo or make a graphic of you, then use captions and text around the graphic to hit upon the following key points: (a) background knowledge related to the course, (b) role as a reading teacher in service of social justice, (c) description of approach to teaching emergent bilinguals, students with special needs, and so-called struggling readers, and (d) goals for the course. Please see the full assignment description and rubric on the Sakai site.

Project #2: Resource List (*20% of final grade*)
You will amass resources to support the literacy development of struggling readers, students with special needs, and emergent bilinguals. Select a medium that will facilitate use in the future, whether that be Google docs/sites/library, Pinterest board, Padlet board, Tumblr blog, Listly site, etc. The list should be well-organized and demonstrate knowledge of resources that are responsive, accessible, scaffolded, and tech-informed. Please see the full assignment description and rubric on the Sakai site.

Project #3: Strategy Portfolio (*20% of final grade*)
You will assemble a portfolio of strategies to support students' reading comprehension with modifications for struggling readers, students with special needs, and emergent bilinguals. Drawing from the *Strategies That Work* text and related lesson resources, you will select focal strategies for each comprehension strategy category (e.g., accessing background knowledge, questioning, summarizing) and prepare it for classroom application with diverse readers. Please see the full assignment description and rubric on the Sakai site.

Project #4: Intervention Plan (*20% of final grade*)
You will select one student and design an individual learning plan, a small-group intervention, and whole-group accommodations to match backgrounds, competencies, and needs. Use the following components to

flesh out this multi-layered plan to facilitate one focal student's literacy development as a reading teacher would in a school: (a) focal student description, (b) individual learning plan, (c) small-group intervention, and (d) whole-group accommodations. Please see the full assignment description and rubric on the Sakai site.

Ongoing: Course Participation (30% of final grade)
Attendance will be kept for each class session, including any Zoom sessions to inform the final participation grade. Strategically designed to foster inquiry into essential questions, lessons follow a similar trajectory to provide consistency. In addition to participation in class, each student will participate in an online discussion through Sakai. Prior to each class meeting, students will post a discussion response based on the readings, as well as respond to one other classmate's response. The instructor will provide guiding questions and insights each week to help steer the online discussion. In-class participation and participation in online discussion is worth 5 points weekly.

Late Policy & Grading Scale:
- If you cannot meet a deadline, please reach out to the instructor **in advance** to get the needed support and agree upon an appropriate extension given the circumstances.
- The final course grade is based upon the completion of course requirements, as weighted above and following this scale:

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+	67%-69%
D	63%-66%
D-	60%-62%

SYLLABUS ADDENDA

School of Education Vision:
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

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

Conceptual Framework Standards:
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 the 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. Grounded in the SOE's

Conceptual Framework of *Social Action through Education*, this course investigates and recommends ways to promote educational equity through curriculum policy. www.luc.edu/education/mission/

Candidates in CIEP 329 will be expected to demonstrate "professionalism in the service of social justice" in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and 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, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages.

Dispositions:
Each course in the School of Education focuses on professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry and Social Justice. In this course, the instructor will provide a holistic rating of your professionalism, inquiry, and social justice based on experiences and assignments in this course.

Smart Evaluation:
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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, Digication 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.

 Digication:

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

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

Privacy Statement:
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings:
This class will have two synchronous meetings held on January 18th and January 25th. These two classes will meet using Zoom at the following link:
https://luc.zoom.us/j/81587294713?pwd=anN6dCt3bWRzNC84RTBDcEhjWHg1UT09

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

Student Support:
Students are urged to contact me should they have questions concerning course materials and procedures. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

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

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

Coordinated Assistance and Resource Education (CARE):

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral. https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/

Syllabus Addendum Link: **https://www.luc.edu/education/academics/syllabi/**

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.***

Course Schedule

Session	Preparation	Core Focus	Assignment
Class Segment 1: Foundational Frameworks (*January 18 – February 1*)			
Class Session 1 1/18	Review syllabus & Sakai page	**Course Overview & Frameworks** *Framing learning goals & experiences*	Project #1: Self-Reflection (Due 2/5)
Class Session 2 1/25	STW, Ch. 1-3 CGCS Policy Report	**MTSS for Diverse Readers** *Meeting students' diverse literacy needs*	
Class Session 3 2/1	Heritage, Chapter STW, Ch. 4 & 5	**21st Century Reading & Resources** *Affirming assets in reading interventions*	
Class Segment 2: Focus on Materials & Resources (*February 8– March 1*)			
Class Session 4 2/8	Berger, Chapter Heineke, Chapter	**Materials for Diverse Readers** *Material selection within CCSS & MTSS*	Project #2: Resource List (Due 3/5)
Class Session 5 2/15	Freeman[2], Chapter Pierce, Article	**Text Selection & Analysis** *Considering genre, readability, & interest*	
Class Session 6 2/22	García, Chapter Schmida, Chapter	**Text Amplification** *Scaffolding materials to enhance access*	
Class Session 7 3/1	Beach, Chapter Lisenbee, Chapter	**Technological Tools** *Using technology to scaffold literacy*	
March 7-March 11 Spring Break			
Class Segment 3: Focus on Methods & Strategies (*March 15– April 12*)			
Class Session 8 3/15	Blackburn, Chapter Williams, Chapter	**Strategies for Diverse Readers** *Strategy selection within CCSS & MTSS*	Project #3: Strategy Portfolio (Due 4/9)
Class Session 9 3/22	STW, Ch. 6 & 7	**Supporting Comprehension** *Reading for purpose and meaning*	
Class Session 10 3/29	Beeman, Chapter STW, Ch. 8	**Tapping Background Knowledge** *Using students' schema and interests*	
Class Session 11 4/5	STW, Ch. 9 & 10	**Teaching Active Reading** *Questioning, visualizing, & inferring*	
Class Session 12 4/12	STW, Ch. 11 & 12	**Pulling out Key Ideas** *Summarizing & synthesizing*	
Class Segment 4: Instructional Interventions (*April 19 – April 26*)			
Class Session 13 4/19	STW, Ch. 13 Walqui, Chapter	**Putting it All Together** *Methods & materials for MTSS literacy*	Project #4: Intervention Plan (Due 5/2)
Class Session 14 4/26	Articles by focus STW, Ch. 14	**Designing Interventions** *Backward design of interventions*	

Please note that this course schedule is subject to change at the professor's discretion.