

CIEP 430: Practicum in Reading Disabilities
Loyola University Chicago
School of Education
Summer 2016 Syllabus

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Required Texts:

All required readings will be posted on the Sakai site.

Course Description and Conceptual Framework

The focus of this course will be on assessment and diagnosis of student(s) with reading challenges at an urban Catholic high school. This practicum, or a field-based study, will require candidates to target a struggling reader's or group of readers' reading strengths and challenges through strategy and skill instruction in a tutoring setting. An action plan will be developed to address the literacy needs of a student or small group of students. Candidates will apply reading content, methodology, assessment strategies, and action plans. Emphasis will be placed on the implementation of effective content reading strategies and support systems that will help students gain access to important word recognition and comprehension strategies that should result in increased literacy success.

The conceptual framework (CF) of Loyola University's School of Education is "professionalism in service of social justice." This course is aimed specifically at developing professional teachers in the service of social justice. Teaching is an inherently moral act affecting the lives of children and their families and communities. Your professional attitudes, knowledge, and pedagogy will contribute positively to the literacy, skills, and success of your students. As a result of this course, candidates will be able to demonstrate the following:

CF2: Students demonstrate knowledge and skills in a variety of school and professional settings.

CF3: Students demonstrate an understanding of issues of social justice and inequity.

CF4: Students demonstrate skills that will enable them to work effectively with diverse clients.

CF6: Students demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF8: Students apply ethical principles in professional decision-making

ILA Standards

ILA-2010. 1.1.1 Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

ILA-2010. 2.1.2 Develop and implement the curriculum to meet the specific needs of students who struggle with reading.

ILA-2010. 2.1.3 Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.

ILA-2010. 2.2.2 Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

ILA2010. 2.2.4 As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

ILA-2010.2.3.1 Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

ILA-2010.3.3.1 Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

ILA-2010. 3.3.1 Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

ILA-2010.3.3.2 Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

ILA-2010.3.4.1 Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.

ILA-2010.4.1.1 Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.

ILA-2010.4.2.1 Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity

ILA-2010. 6.2.4 Demonstrate effective interpersonal, communication, and leadership skills.

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Conceptual Framework:

Our Conceptual Framework –Social Action through Education–guides the curricula of School of Education programs. These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs.

Our conceptual framework is described here: www.luc.edu/education/mission/

IDEA Objectives for this Course:

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

Candidates can find the course evaluations through the Student IDEA Login at <http://luc.edu/idea/> at the conclusion of the semester.

Dispositions

Each course in the Teaching and Learning Program (CIEP and TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific dispositions assessed in this course are listed below.

Dispositions Assessed in this Course:

The teacher candidate commits to appropriate professional and interpersonal behaviors by...

D4 Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.

D7 Valuing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments

D8: Demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation

These will be assessed on LiveText at the conclusion of the semester.

LiveText: All candidates should have an active account with Live Text for Dispositions and other core assessments. Information can be found at <http://www.luc.edu/education/admission/tuition/course-management-fee/>

Diversity: This course focuses on the theory, pedagogy, and practice for literacy instruction in an urban high school setting. Class readings and discussions will frequently have a lens on culturally and linguistically diverse students and research on literacy instruction to best support diverse learners.

Academic Honesty, Accessibility, Ethics Reporting Hotline, Electronic Communication Policies and Guidelines

University policies and procedures related to these areas can be found at:

<http://luc.edu/education/syllabus-addendum/>

Assignments

1. Class Participation: (10%)

This assignment will be completed through regular attendance. Please come to class prepared, as well as be actively engaged and involved in online discussions of readings. Included in this assignment is your actual instruction and rapport with your assigned students. You should be well prepared for each tutoring session, and actively engaged with your students.

2. Lesson Plans – (6 total; 30% (5% per plan))

-All lesson plans should include the following:

*objective(s): *what should students be able to do*

*assessment: *formal or informal*

* activities: *What will you do during the session? Word sort/close reading/rereading/vocabulary work/comprehension strategies/etc.*

* materials: *all texts or other materials needed*

*reflection: *informal written reflection on the successes, things to change, observations, thoughts on future plans*

From the rubric: *Lessons consistently include strategic instruction based on multiple research based methods along with modeling and demonstration practices. -They are specifically designed in order to be*

engaging and to enhance interest in and motivation to read. -A variety of print and non-print materials are used.

There is a lesson plan format on Sakai to follow to make formatting consistent across all lessons. Please use this. You will be required to have a hard copy of your lesson plan in front of you during the tutoring session to guide your tutoring, as well as to take notes on your students, any assessment information, etc.

A completed lesson plan, including the reflection, will be due on Sakai in Assignments by the Saturday following all tutoring sessions. Please follow this calendar for lesson plan submission:

Lessons 1 and 2 with reflection: Due on Sakai by midnight, Saturday, May 28

Lessons 3 and 4 with reflection: Due on Sakai by midnight, Saturday, June 4

Lessons 5 and 6 with reflection: Due on Sakai by midnight, Saturday, June 11

3. Case Study (40%)

NOTE: This assignment will be assessed in Live Text. This is THE ONLY WAY this assignment can be submitted. The rubric is on Sakai, and we will discuss the assignment in class.

4. Two Online discussion posts/reflections on readings (20%, 10% each)

Candidates will be asked to read several articles related to adolescent literacy and share reflections about these readings on the Sakai forum. The forum is meant to be a space for collaborative conversation when we are not meeting in person, so candidates are expected to comment on other colleagues' posts and extend the conversation. See the rubric for this assignment.

Calendar

	Tutoring Session	Assignment	Readings
Tuesday, May 24, 2016	Session 1		Introduction section of "Developing Content Literacy" (Reading #1)
Thursday, May 26, 2016	Session 2		Skim the Strategies in Reading #1 for planning purposes
Saturday, May 28, 2016		Lesson Plans 1 and 2 due on Sakai by 11:59 pm	
Tuesday, May 31, 2016	Session 3		Chapter 8 WTW (Reading #2)
Thursday, June 2, 2016	Session 4		
Saturday, June 4, 2016		Lesson Plans 3 and 4 due on Sakai by 11:59 pm	
Tuesday, June 7, 2016	Session 5		Pages 1-39 of "Adolescent Literacy" pdf on Sakai (Reading #3)
Thursday, June 9, 2016	Session 6		
Saturday, June 11, 2016		Lesson Plans 5 and 6 due on Sakai by 11:59	

		pm	
Tuesday, June 14, 2016		Post #1 done on Sakai by 11:59 pm: Post should focus on Reading #1 and Reading #2	For this post, synthesize information from the first two readings and connect it to your experiences in tutoring, as well as reflect on your developing understandings of adolescent literacy.
Thursday, June 16, 2016		Two comments on Post #1 done on Sakai by 11:59 pm	Read Shanahan and Shanahan article on Sakai (Reading #4)
Tuesday, June 21, 2016		Post #2 done on Sakai by 11:59 pm. Post should focus on Reading #3 and Reading #4	For this post, synthesize information from the second two readings and connect it to your experiences in tutoring, as well as reflect on your developing understandings of adolescent literacy.
Thursday, June 23, 2016		Two comments on Post #2 done on Sakai by 11:59 pm	
Thursday, June 30, 2016		Final Case Study due on Live Text, 10:00 AM	

Rubrics:

**The rubric for the Case Study Assessment is on Sakai separately.

Lesson Plan rubric

Objectives	Objectives for student are clear, relevant, and measurable. They are written in the format of what students should be able to do.	Objectives are included for the students, but may or may not be clear, relevant, and measurable.	Objectives are missing or are unclear and not measurable.
Standards	Appropriate CCSS are included for the grade level of the students and for the purpose of the lesson.	N/A.	CCSS are missing or are not appropriate.
Assessment	Meaningful assessment, either formal or informal, is included to help inform the instruction in future lessons,	An assessment is included to measure students' progress on the objectives. May or may not be clearly described.	Assessments are not included or do not seem to appropriately measure student

	as well as to assess students' progress on the objectives. The format and purpose of the assessment used is clear.	Informs future instruction.	progress or inform future instruction.
Activities	Engaging, research-based strategies for reading and writing are used throughout the lesson. There are activities for before/during/after reading. Activities are appropriate for the objectives selected.	Activities used are research-based strategies for reading and/or writing and are appropriate for the objectives selected.	Activities are not appropriate for the objectives selected, or are not high quality, research based strategies.
Materials	Highly engaging, culturally relevant texts and other materials are used at an appropriate reading level for students.	Quality texts are used for the lesson that are at an appropriate reading level for students.	Texts do not appear to be engaging or culturally relevant, or are not an appropriate reading level.
Reflection	Thoughtful, detailed reflection shared on the lesson including the instruction, the text/strategies used, the students' response, and learning/professional growth for each lesson.	Reflection shared on the lesson including instruction, the text/strategies used, the students' response, and learning/professional growth for each lesson	Reflection is missing or lacking in details.
Conventions	Lesson plan is free from errors in spelling, punctuation, mechanics, and grammar.	Minor errors in spelling, punctuation, mechanics, or grammar.	Frequent errors in spelling, punctuation, mechanics, or grammar.
Implementation of Lesson	Candidate is highly engaged with students throughout the entire lesson. Lesson plan is visible during instruction. Candidate is well organized and keeps an appropriate pace throughout the lesson.	Candidate is engaged with students throughout lesson. Lesson plan is visible during instruction. Candidate is organized throughout the lesson.	Candidate is not engaged or organized throughout the lesson. Lesson plan may or may not be visible.

Online Post Rubric

Content	Candidate synthesizes important information from the two readings with thoughtful reflection on how the content of the readings extends their own professional knowledge base. Candidate also	Candidate shares some important information from both readings that shows growth in professional knowledge base. Candidate also connects the content of the readings to their experiences in	Content of the post is lacking in details, or does not include both readings. There is little to no reflection or connection to the practicum experiences.

	blends the information from the readings with the experiences had during the practicum for new understandings.	practicum.	
Conventions	Post is free from errors in spelling, punctuation, mechanics, and grammar.	Minor errors in spelling, punctuation, mechanics, or grammar.	Frequent errors in spelling, punctuation, mechanics, or grammar.
Reponses to classmates	Thoughtful responses are given to classmates (at least two) that extend the conversation further. Candidate addresses questions or comments given to their own posts as well (this is in addition to the comments on others' posts).	Responses (at least two) are given to classmates that invite further conversation.	Less than two responses are given to classmates, or responses lack substance.