

CIEP 505: Literacy & Numeracy
Summer 2018
Tuesdays & Thursdays 5:00 – 8:00 p.m.

Loyola University Chicago
School of Education
Social Action through Education

CIEP 505: Literacy and Numeracy for Administrators

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Meeting Time: Tuesday & Thursdays 5:00pm
Corboy Law Center Room 105

Office Hours: By Appointment before or after class

The focus of this course is to provide and education administrators and future principals on the basics of numeracy and literacy teaching in preparation for advising and evaluating teachers of these two subjects in an elementary setting.

Course Description:

The job of an educational administrator is very challenging, as well as, very rewarding. Administrators must use their knowledge of theory, research, current educational best practices, and their own good sense and ethical compass to provide the leadership needed to move schools and educational institutions forward. This course will provide the basis for educational administrators and future principals on the basics of numeracy and literacy teaching in preparation for advising and evaluating teachers of these two subjects in an elementary setting. This course will assist candidates with making sound theoretical and practical decisions that support students.

Dispositions:

As a measure of candidates' development towards Loyola University Chicago School of Education's conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: *Professionalism, Inquiry, and Social Justice*. These dispositions will be directly assessed in this course and will comprise 10 out of the 100 points possible.

Introduction:

This course explores the various aspects of school literacy and numeracy. Upon completion of this course, candidate will know and understand the following:

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

Course Standards

Loyola University Chicago's School of Education Conceptual Framework Standards:

This course is designed for current and future administrators whose goals are to support school systems and school leader positions. "Social Action through Education" represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. Most importantly, we will simulate and create opportunities to practice what is "best practice," with respect to instructional leadership, regardless of the circumstances of the day. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

- CFS1: 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.

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

"Social Action through Education" represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course explores various facets of school administration in educational organizations. School administration and school leadership will be explored to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

IDEA:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Acquiring skills in working with others as a member of a team
- Learning to apply knowledge and skills to benefit others or serve the public good
- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

TEXTS that are beneficial for references include:

- Common Core State Standards in English Language Arts
- Common Core State Standards in Mathematics
- National Reading Panel for Teachers by Timothy Shanahan, PhD
- Summary of the national Early Literacy Panel (2008)
- National Council of teachers of Mathematics Principles and Standards for School Mathematics
- Executive Summary of NCTM Professional Standards for Teaching Mathematics
- Illinois Council for teachers of Math (ICTN) Early Childhood Standards
- Articles for readings

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE):

- Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills. (NCATE 1.3)
- Manifest a professional code of ethics and values. (NCATE 1.7)
- Engage staff in an ongoing study of current best practices and relevant research and demographic data and analyze their implications for school improvement. (NCATE 2.3)
- Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (NCATE 6.2)
- Use appropriate interpersonal skills. (NCATE 7.1)
- Use appropriate written, verbal, and nonverbal communication in a variety of situations. (NCATE 7.2)
- Use technology, telecommunications and information systems to enrich curriculum and instruction. (NCATE 9.1)
- Make decisions based on the moral and ethical implications of policy options and political strategies. (NCATE 11.5)

ISLLC STANDARDS:

ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal and cultural context.

Source: *Interstate School Leaders Licensure Consortium of the Council of Chief State School Officers, 2008.*

Required Texts:

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

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

The syllabus, rubrics and additional readings/documents can be found on SAKAI.

Things you need to locate, have access to, maintain and bring to class or refer:

- You will need information on your school's Literacy and Mathematics curriculum and goals applicable within your school or district's SIP, SIPPA or CIWP plan.
- You should become familiar with the International Reading Association (IRA),
- You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago's electronic classroom.
- You must register your LIVE TEXT account.

Embedded Field Experiences:

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

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.

- The expectation is that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills.
- All assignments should include **APA** (6th edition) citation style.
- Assignments are to be completed using Microsoft Word and submitted to Sakai. If Sakai is not working, you can email the document.
- If a student is not satisfied with his or her grade on assignments (except for the group project and final), they may be rewritten and resubmitted for reevaluation.

Assignments

Assignment #1: Literacy – Due May 24, 2018

Analyze your school literacy curriculum and instructional strategies. Make recommendations for improvement.

Assignment #2: Literacy – Due June 5, 2018

Consult with 1 administrator and at least 3 teachers on successful instructional strategies they have used in literacy. Prepare to demonstrate one of those strategies next week. Read one picture book and one-chapter book. Prepare a book talk to present in class about these texts next week.

Assignment #3: Meeting the Needs of Diverse Learners – Due June 7, 2018

Find and read an article about meeting needs of English Language learners in any subject. Write a 1-2-page reflection on this article. Be prepared to share with class.

Assignment #4: Numeracy – Due June 14, 2018

Analyze your school wide mathematics curriculum and instructional strategies. Make recommendations for improvements.

Assignment #5: Numeracy – Due June 26, 2018

Research, download, analyze and demonstrate its use to the class, a math (IPAD) app for students at the primary, intermediate, middle **or** high school level.

Assignment #6: Professional Development and Technology – Due June 28, 2018

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

Due Dates and Grading

Evaluations and Assignments

Dispositions

10 Points

Class Participation and Attendance:

Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every week. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, and the belief that all students can learn. The specific dispositions for this course are listed in this syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric in this syllabus and in Live Text for this course.

Assignment	Due Date	Point Value
Participation & Dispositions	Each class session	/10
#1 Literacy and recommendations	May 24, 2018	/15
#2 - Book Talk	June 5, 2018	/15
#3 Article Reflections - Diverse Learners	June 7, 2018	/15
#4 Numeracy - Analysis and recommendations	June 14, 2018	/15
#5 - iPad Learning App.	June 26, 2018	/15
#6 -Professional Resources	June 28, 2018	/15
		/100

Total Possible Points: 100

A = 95% - 100
A- = 91% - 94%
B+ = 88% - 90%
B = 85% - 87%
B- = 82% - 84%
C = 78% - 81%
D = 74% - 77%
D- = 70% - 73%
F = 0 - 69%

COURSE CALENDAR Tuesday & Thursday, 5:00-8:00PM

Date	Topic	Readings	Assignment(s)
May 22	LITERACY -Lesson on Literacy; National Reading Panel	Read - Cunningham – Chapter 1 Read - Timothy Shanahan’s Read -Report for Teachers of National Reading Panel Read - IRA Position Statement on Reading First Read - Overview of Reading First	
May 24	LITERACY – Area Literacy Genres	Cunningham – Chapters 2,3 & 4	
May 29	LITERACY – What does good literacy instruction look like? What does not so good literacy instruction look like? Close Reading Vocabulary Critical Literacy	Cunningham – Chapters 5 & 6 Read Article: 21 st Century Mentor Texts Read two close reading articles Choose and then view 15 minutes of close reading videos	
May 31	LITERACY – Home-school partnerships – <i>Independent</i> work with school administrators and teachers.	Cunningham – Chapters 7 & 8	Professional Resource List Consult with 1 administrator and at least 3 teachers on successful instructional strategies they have used in literacy. Prepare to demonstrate one of those strategies next week.
June 5	Book Talk		
June 7	LITERACY - Teaching Diverse Learners Assessments	Cunningham – Chapter 9 Read and review Position Statement IRA second language Acquisition	ELL Article Reflection Due

		Read- Article on Reading Strategies of Bilingual and Latina/ Students Reward – Assessment in RtI for Diverse Learners article	
June 12	MATHEMATICS – Significant historical events and the policy in Math Discuss OCS newsletter assignment	Kanod – Chapters 1 & 2 Guest – CPS Principal	
June 14	MATHEMATICS – High Quality Assessment and Data Analysis	Kanod – Chapter 3	Plan to bring your laptop or tablet. You will need your home school username & password for elementary for ctbonlinereporting.com High schools, bring your data and access (i.e. .EXPLORE, ACT)
June19	MATHEMATICS – Materials, resources and effective professional development, Global understanding of PD and education	Kanod – Chapter 6 Review Y. Zhao’s work G8 article Review websites and resources	
June 21	MATHEMATICS – Monitoring, evaluating and Improving Instruction – <i>Independent</i> monitoring of mathematical instructional strategies	Kanod – Chapter 5 Kim Marshal article	Consult with 1 administrator and at least 3 teachers on successful instructional strategies they have used in mathematics. Prepare to demonstrate one of those strategies next week.
June 26	MATHEMATICS –	Kanod – Chapter 4	

	High quality Mathematics for ALL Learners		
June 28	Presentation	All final work due to Sakai by 7:00 pm	

	Target	Acceptable	Poor	Unacceptable
PROFESSIONALISM	0.90	0.75	.50	0
<i>Candidate meets all deadlines</i>	Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.	Candidate does not complete any work
<i>Candidate honestly and accurately cites other's work</i>	Candidate honestly and accurately cites other's work in a consistent manner.	Candidate honestly cites other's work but at times is not accurate with the exact citation.	Candidate misrepresents other's work as his/her own.	Candidates does not complete or cite work
<i>Candidate is punctual for meetings within the professional setting (internship)</i>	Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)	Candidate is punctual for meetings, with a few exceptions, within the professional setting. (internship)	Candidate is consistently not punctual and or cancels consistently for meetings within the professional setting. (internship)	Candidate is consistently absent and unprofessional
<i>Candidate communicates promptly with faculty</i>	Candidate consistently communicates/ responds/ confirms when needed in a prompt manner (either by email or phone) with faculty about appointments/ assignments.	Candidate usually communicates/ responds/ confirms when needed with faculty in a prompt manner (either by email or phone).	Candidate does not communicate/ responds/ confirms when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.	Candidates fails to consistently communicate with administrators or site supervisor.
<i>Candidate actively seeks CPS Principal position: once they achieve eligibility*</i>	Candidate applies for 2 or more principal positions each semester	Candidate applies for 1 principal position each semester	Candidate fails to apply for principal positions.	Candidate does not have positions within school or district to apply. Or, candidate is not ready for administrative position.

*This will apply to Candidates who have achieved CPS Eligibility but have not yet secured a CPS principal position (contingent upon CPS principal e-bulletin).

<i>Candidate uses technology in the classroom only for academic purposes</i>	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.	Candidate does not know how to use any technology.
<i>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</i>	Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.	Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.	Candidate consistently displays unethical behavior

<i>Inquiry</i>				
<i>Candidate is able to reflect and respect other points of view within the school environment (internship)</i>	Candidate consistently reflects and respects other points of view within the school environment. (internship)	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school environment (internship)	The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)	Candidate does not respect other points of view.
	Target	Acceptable	Poor	Unacceptable
<i>Social Justice</i>				
<i>Candidate demonstrates a belief that all students can learn within the school environment (internship)</i>	Candidate consistently demonstrates a belief that all students can learn within the school environment. The candidate will not tolerate a culture complacent with failure. (internship)	Candidate demonstrates a belief that all students can learn within the school environment with a few exceptions. The candidate is not complacent with a culture of failure. (internship)	Candidate does not demonstrate a belief that all students can learn within the school environment and is complacent with a culture of failure. (internship)	Candidates is discriminatory in words and actions.
	Target	Acceptable	Poor	Unacceptable
<i>Candidate demonstrates respect for cultural differences within the school environment (internship)</i>	Candidate consistently demonstrates respect for cultural differences within the school environment and continually seeks to gain greater inter-cultural competence. (internship)	Candidate demonstrates respect for cultural differences within the school environment with few exceptions. The candidate seeks to gain greater inter-cultural competence. (internship)	Candidate does not demonstrate respect for cultural differences within the school environment and does not seek to gain inter-cultural competence. (internship)	Candidate is consistently disrespectful.
<i>Candidate demonstrates social justice within the school environment (internship)</i>	The candidate advocates strongly for social justice within the school environment in both word and deed. (internship)	The candidate supports social justice within the school environment in both word and deed. (internship)	The candidate's words and deeds within the school environment do not support the principles of social justice. (internship)	Candidates does not display respect, understanding of social justice principles.

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 Live Text. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, Task Stream 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.

Live Text

All students, *except those who are non-degree*, must have access to Live Text 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 Live Text here: [Live Text](#).

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.*