

Education 310: Methods and Materials for Teaching Language Arts
University of Wisconsin-Stevens Point
Fall 2016-Early Childhood Special Education

Tuesdays 5:00-7:30 PM

Instructor:

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School of Education

455 College of Professional Studies

Office Hours: Tuesdays 7:30-8:30 pm

Course Description:

The purpose of the course is to examine beliefs, materials, and practices for teaching language arts. Our major focus will be on studying language and literacy development, integrating reading, writing, speaking, listening, viewing and visually representing, assessing student progress in these zones, and developing culturally responsive practice. Course performance tasks will emphasize application of the Optimal Learning Model and understanding of Zone of Proximal Development. We will use this foundation to explore edTPA in depth, keeping in mind the Common Core State Standards (CCSS), the Interstate Teacher Assessment and Support Consortium (InTASC), the Response to Intervention (RtI) framework, and Educator Effectiveness.

Required Texts:

Literacy Beginnings: A Prekindergarten Handbook Pinnell, G., Fountas, I. (2011) Portsmouth, NH: Heinemann. (Available for purchase or rental at the University Book Store)

Writing Essentials: Raising Expectations and Results While Simplifying Teaching Routman R. (2005). Portsmouth, NH: Heinemann. (**To be purchased**-available at the University Book Store)

50 Literacy Strategies: Step by Step Tompkins, G. (2013). Upper Saddle River, NJ: Pearson. (**To be purchased**-available at the University Book Store)

Intended Course Outcomes

As a result of their experiences in EDUC 310, students will:

- Demonstrate knowledge of language development theory and its interconnectedness with literacy development.
- Design effective instructional units which integrate the strands of language arts: reading, writing, listening, speaking, viewing and visually representing.

- Utilize appropriate formative assessments for language arts (aligned to curriculum standards and learning objectives) to inform planning, grouping, and multi-tiered differentiated instruction.
- Adapt language arts instruction to respond to range of diverse student needs based careful observation and assessment.
- Provide positive, effective feedback to create a FAIL SAFE environment in which learners will develop mindful literacy, confidence, and joyful effort.
- Understand what it means to be a culturally and linguistically responsive teacher.
- Explore the writing process and the writer's workshop approach as it applies to early childhood and special education.
- Demonstrate writing competency in a variety of genres.
- Demonstrate growth in professional dispositions essential to becoming an effective teacher.
- Meet **edTPA standards**:
 1. **develop knowledge of subject matter, content standards, and subject-specific pedagogy**
 2. **develop and apply knowledge of varied children's needs**
 3. **consider research and theory about how children learn**
 4. **reflect on and analyze evidence of the effects of instruction on children's learning**
- **Understand that the field of literacy is constantly evolving and that what is considered best practice changes as new information is gained about students and learning.**

General Expectations and Information

- Attendance, participation in class, and demonstration of Teacher Candidate Dispositions is expected and required.
- Students are responsible to check their UWSP email and submissions and responses in D2L regularly.
- Grades for course assignments will be posted on D2L. Students have up to 3 days to notify the instructor of concerns regarding grading. After 3 days the grades are final.
- Complete all assigned reading before coming to class.
- Fully participate in class discussions and activities.
- Display conduct in keeping with the UWSP Professional Education Program Teacher Candidate Dispositions.
- Dress professionally in class and during the practicum.
- Devices may be used for taking notes and for class participation. Recreational use of devices is not allowed and will result in reduction of overall participation grade. Emergency use of devices will be taken on a case-by-case basis.
- University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be followed.
- Late policy: the due dates for this course are set to help the student set the pace for completing the workload. Assignments will be accepted past their due date with no loss of

grade, provided an acceptable explanation is provided. However, **all coursework is due the last day of finals with no exceptions**. Failure to have the work turned in at that time will result in a failing grade. Extenuating circumstances will be considered on a case-by-case basis, according to University policy.

Course Schedule

In order to be responsive to the needs and understandings of the class, this schedule is subject to adjustment and changes throughout the semester. Changes will be announced in class and updated on D2L. Students who are absent will be expected to check D2L and learn about these changes.

Date	Topics	Assignments Due
9/6/16	Who Are We? <ul style="list-style-type: none"> ● Introductions ● Lerner and Course Expectations ● Syllabus ● Course Overview ● Texts and Resources ● Assignments 	
9/13/16	Speaking and Listening <ul style="list-style-type: none"> ● Importance ● Development ● ZPD ● Cultural Implications ● Ways to support ● OLM edTPA <ul style="list-style-type: none"> ● Overview ● Time frame for assignment ● Practicum 	Journal Entries 1 and 2 Readings from <u>Literacy Beginnings</u> (Section 1 and 6)
9/20/16	Speaking and Listening <ul style="list-style-type: none"> ● Read alouds and their impact on speaking and listening ● The impact of language on learning ● How to scaffold conversations ● Building vocabulary edTPA <ul style="list-style-type: none"> ● Sharing initial planning 	Journal Entry Readings from <u>Literacy Beginnings</u> (Section 3) Readings from edTPA Initial plans for lessons
9/27/16	Speaking and Listening <ul style="list-style-type: none"> ● Connections to Viewing and Visually 	Journal Entry Readings from <u>Literacy Beginnings</u>

	<p>Representing</p> <ul style="list-style-type: none"> • Connections to Reading and Writing • CCSS expectations • How to support at the EC and EEN level • Differentiating, OLM and ZPD 	(Section 2)
10/4/16	<p>Writing</p> <ul style="list-style-type: none"> • The developmental progression • Grade level goals and expectations • CCSS for pre K-3rd grade writing • Best Practice 	<p>Journal Entry</p> <p>Readings from <u>The Continuum of Literacy Learning</u> and <u>Literacy Beginnings (section 4)</u></p> <p>Readings from the Common Core State Standards Website: Anchor Standards for grades K-3, Appendix C</p>
10/11/16	<p>Writing</p> <ul style="list-style-type: none"> • The Reading/Writing/Speaking/Listening connection • The Florida Center for Reading Research • The OLM and ZPD • Addressing ELL, GT, EEN, and students at risk <p>edTPA</p> <ul style="list-style-type: none"> • Sharing lesson plans and student profiles 	<p>Journal Entry</p> <p>Lesson Plans</p> <p>edTPA-Student Profiles</p>
10/18/16	<p>CLASS MEETS AT THE PORTAGE COUNTY PUBLIC LIBRARY 1001 MAIN ST. STEVENS POINT</p> <ul style="list-style-type: none"> • Library Resources • Genres • Mentor Texts 	<p>Journal Entry</p> <p>Readings from <u>50 Literacy Strategies</u></p>
10/25/16	<p>edTPA next translation</p> <p>Writing</p> <ul style="list-style-type: none"> • I do it-mentor texts and modeling writing • We do it-shared writing and interactive writing 	<p>Journal Entry</p> <p>Readings from <u>50 Literacy Strategies</u></p>

11/1/16	<p>Writing</p> <ul style="list-style-type: none"> ● The Writing Process ● What does this look like at different stages of writing? ● Technology ● What about grammar and spelling? ● CLASS BOOKS ● Examples of Student work-where to go next 	<p>Journal Entry <u>Writing Essentials (Chapter 5)</u></p>
11/8/16	<p>Writing</p> <ul style="list-style-type: none"> ● You do it, I help- journaling, ● Writer's Workshop ● The writing conference ● Side-by-side teaching 	<p>Journal Entry <u>Writing Essentials (Chapters 8&9)</u></p>
11/15/16	<p>Writing</p> <ul style="list-style-type: none"> ● Building vocabulary ● Book field trip-great mentor texts ● You do it yourself-writing centers, word walls, dictionaries <p>ed TPA</p> <ul style="list-style-type: none"> ● Sharing progress-examining student work 	<p>Journal Entry edTPA-examples of student work</p>
11/22/16	<p>CLASS DOES NOT MEET-VIEW ROUTMAN VIDEOS ON YOUR OWN TIME</p>	<p>Journal Entry <u>Writing Essentials (Chapter 10)</u></p>
11/29/16	<p>Assessing Writing</p> <ul style="list-style-type: none"> ● Conferences ● Rubrics ● Summative Assessments ● Growth <p>Making Writing Authentic</p> <ul style="list-style-type: none"> ● Sharing ● Publishing ● Celebrations 	<p>Journal Entry <u>Writing Essentials (Chapter 7)</u></p>
12/6/16	<p>Word Study/Spelling</p> <ul style="list-style-type: none"> ● Developmental Progression ● Ways to Support ● Centers 	<p>Journal Entry <u>Literacy Beginnings (Section 5)</u> edTPA-All formative assessments of targeted student work</p>

12/13/15	edTPA Presentations	edTPA Finished Projects edTPA Presentations

Assignment	Points Possible
Participation/Dispositions	10
Journal Entries	40
edTPA Planning and Instruction	25
edTPA Assessments and Reflection	25

GRADING SCALE:

Percentage	Grade	Points
96-100 %	A	96-100
94-95 %	A-	93-95
92-93 %	B+	90-92
88-91 %	B	88-89
86-87 %	B-	86-87
84-85 %	C+	84-85
78-83 %	C	78-83
76-77 %	C-	76-77
74-75 %	D+	74-75
70-73 %	D	70-73

EDUC 310 addresses the following InTASC Model Core Standards:

Standard #1: Learner Development

Performances:

- 1b. The teacher creates developmentally appropriate instruction that take into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Essential Knowledge:

- 1d. The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1e. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1g. the teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions:

- 1h. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

Standard #2: Learning Differences

Performances:

- 2a. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning different ways.
- 2c. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Essential Knowledge:

- 2g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

- 2i. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

Critical Dispositions:

- 2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.
- 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Standard #3: Learning Environments

Performances:

- 3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3b. The teacher develops learning experiences that engage learners in collaborative and self-directed learning that extend learner interaction with ideas and people locally and globally.
- 3d. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.
- 3f. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Essential Knowledge:

- 3i. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3j. The teacher knows how to help work productively and cooperatively with each other to achieve learning goals.
- 3l. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3m. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions:

- 3o. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3q. The teacher seeks to foster respectful communication among all members of the learning community.
- 3r. The teacher is a thoughtful and responsive listener and observer.

Standard 4: Content Knowledge

Performances:

- 4a. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner's achievements of content standards.
- 4b. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspective so that they master the content.
- 4d. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4e. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

Essential Knowledge:

- 4l. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to the learners.
- 4m. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

Critical Dispositions:

- 4p. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

Standard 5: Application of Content

Performances:

- 5h. The teacher develops and implements supports for learner literacy development across content areas.

Essential Knowledge:

- 5i. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5l. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5m. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5o. The teacher understands creative thinking processes and how to engage learners in producing original work.

Critical Dispositions:

- 5s. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

Performances:

- 6e. The teacher engages learners in multiple ways of demonstrating knowledge and skills as a part of the assessment process.
- 6f. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6g. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

Essential Knowledge:

- 6j. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6n. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

Critical Dispositions:

- 6r. The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6s. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6t. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

Standard #7: Planning for Instruction

Performances:

- 7a. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7c. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7d. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

Essential Knowledge:

- 7g. The teacher understands content and content standards and how these are organized in the curriculum.
- 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

- 7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7m. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialist, community organizations).

Critical Dispositions:

- 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7o. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7q. The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies:

Performances:

- 8g. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8h. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8i. The teacher asks questions to stimulate discussions that serve different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge:

- 8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8l. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships.
- 8n. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

Critical Dispositions:

- 8p. The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when planning and adjusting instruction.
- 8r. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

- 8s. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

PI 34.15 Conceptual Framework 4(f): Teaching reading and language arts using appropriate instructional methods including phonics for licenses to teach reading and language arts to pupils in grades PK to 6. In this paragraph “phonics” means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

Standard #9: Professional Learning and Ethical Practice

Performances:

- 9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Essential Knowledge:

- 9i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Critical Dispositions:

- 9l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

Practicum Experience Protocol
UWSP School of Education

(Developed In collaboration with Stevens Point Area administrators)

1. Timeliness and Professional Courtesy: Arrive and leave on time, every time; check in with the main office of the host school upon arriving and leaving. Be reliable. Be sure to notify your host teacher ahead of time if for some reason you will not be able to come at your arranged time, and also when you have completed your hours and will not be returning.

2. Cell Phone: Don't forget - be sure your cell phone is turned *off* and not used while you are in the host school.

3. Go to Your Host Classroom: Roaming the building is not allowed. If you would like a tour of the building, work with your host teacher to arrange this.

4. Professional Dress & Appearance Expectations:

- long pants include khakis, chinos, etc.(no jeans, shorts, mini-skirts, or baggy pants)
- for men - collared shirts preferred
- for women - low cut tops are not acceptable (no cleavage, midriff, etc. showing)
- underwear must be covered
- clothing must *be free of* symbols/words/logos that are suggestive, offensive, obscene, sexually degrading, racially motivated
- clothing must *be free of* graphics or statements that promote alcohol, tobacco, drug products, gang affiliations.
- soled shoes (preferably close-toed - flip-flops are not acceptable)
- hats must be removed when entering and while inside the host school
- *also* - carefully consider tattoos or piercing that may be distracting to students

5. Communications: Communicating with students that you are working with in the host school through social media sites (e.g. Facebook, texting) is unacceptable and unprofessional. This could result in negative consequences that negatively impact you and the UWSP Teacher Education Program.

6. Be Mindful and Professional in Conversation and Comments: Communicate with students and teachers in a professional and respectful manner. Also always be mindful of comments you make related to your host school, teachers and students. The nature of our work is confidential and to be considered in a professional manner. Of course, it is appropriate and acceptable to explore and discuss your experiences within the context of your teacher education courses. If, in your work with students, you learn something about the student(s) that is of potential concern, please talk with your host teacher about it right away.



Figure 1
UW-Stevens Point
Professional Education Program
Teacher Candidate Dispositions
 Adopted 11/29/10

