

EDUC 302: Methods and Materials for Teaching Reading I | 2018 Fall Semester

Instructor: Dr. Cindy Cate

Email: ccate@uwsp.edu

Office: 715.346.3638

CPS 456 Office Hours: Wednesdays 11-12

By appointment 715.412.1585

Section 1: 8:00 – 9:15 M & W (CPS 326)

Section 2: 9:30 – 10:45 M & W (CPS 326)

Section 3: 12:30 – 1:45 M & W (CPS 326)

The brain remembers what the heart cares about. ~Hobbs

Course Overview

This course introduces preservice teachers to research-based reading instruction at the elementary and middle school levels. In the context of meaningful literacy activities, this course satisfies the state mandate for phonics instruction. Preservice teachers work with a partner to secure a practicum placement weeks 4 – 13 to observe whole group teaching practices and plan for teaching students in small groups or individually. Practicum partners use a guided reading format, based on student strength/needs and the CCSS-ELA and/or content area standards. In a caring and supportive learning community (i.e., respectful of learning styles, life experiences, talents, culture, etc.), activities and assignments are framed in within the InTASC Standards, UWSP PEP-SOE Teacher Candidate Teaching Dispositions, and teaching-learning cycle. This course has a required FoRT Lab component weeks 4 – 13; offering test preparation activities.

Course Textbooks

Richardson, J. (2016). *The next step looking forward in guided reading: An assess-decide-guide framework for supporting every reader, grades K-8*. New York, NY: Scholastic. **Rental, UWSP Bookstore**

Cate, C. Fernholz, L. & Armstrong, J. (Eds.). (2017). *Absolutely not another reading test study guide: Cultivating knowledge of responsive literacy practices to get ready to TEACH and pass the FoRT*. Iola, WI: BA Diggers, LLC.

Required Purchase, Amazon

Yaeger's Study Guide. **Required FoRT Lab Purchase, UWSP Bookstore**

ESSENTIAL QUESTIONS

1. What do preservice teachers need to know and be able to do?
2. How do we know when preservice teachers have learned it?
3. What are our next steps if preservice teachers have or have not learned it?
4. Why does it matter? (modified from Routman's 4 Questions About Learning, 2014)

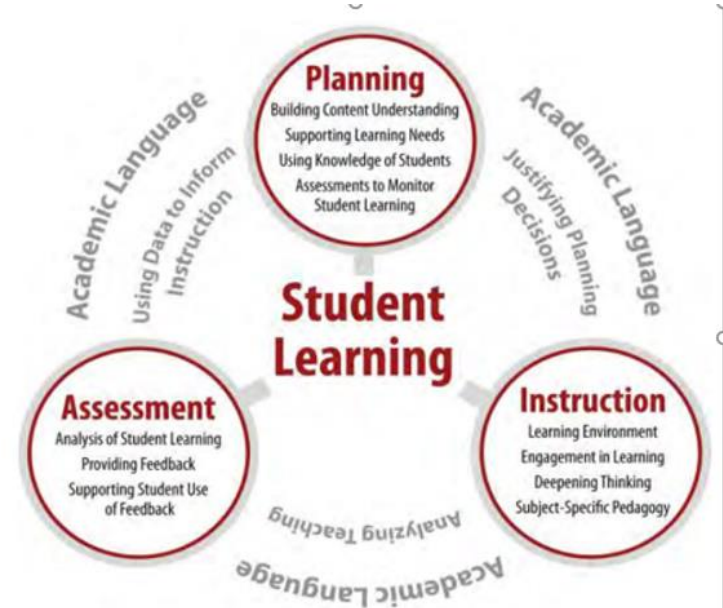
LEARNING OUTCOMES

LO 1: Preservice teachers collaborate within a **professional learning environment and practicum** to build on, demonstrate and apply their understanding of developmentally appropriate literacy activities (InTASC Standards 1-10; UWSP Dispositions 1-6).

LO 2: Preservice teachers get to know student's strengths, needs, interests, etc. through conversation, kid watching, and informal assessments and plan instruction accordingly (InTASC Standards 6-8; UWSP Disposition 1-6).

LO 3: Preservice teachers plan and teach small group and/or individual **reading lessons** that are meaningful, related to classroom curriculum, meets the needs of the students and engage learners in understanding how they learn (related to practicum placement). (InTASC Standard 3, 4, 6-8, 10; UWSP Disposition 1-6).

LO 4: Preservice teachers engage in **collaborative learning** environment and **self-renewal** by regularly examining practice through ongoing study, self-reflection, and conversation (InTASC Standards 3, 9, 10; UWSP Dispositions 1-6).



edTPA Teaching-Learning Cycle, edTPA Handbook, p. 3

ASSIGNMENTS & GRADING

Assignments 1-4 support course learning outcomes. All assignments are meaningful and applicable to your future classroom, professional development, and other learning environments.

Assignment 1 – Think & Jig (50 Points). While reading Cate, Fernholz, and Armstrong’s 2017 *Absolutely Not*, preservice teachers track their thinking. With Richardson’s (2016) *The Next Step Forward*, the reading is jigsawed and 2 teaching activities shared out (part of assignment 2). Both methods support collaborative learning and purposeful conversations to better understand what a literacy teacher should know and be able to do.

Requirements & grading for assignment 1:

- **Thinking tracks.** As you read *Absolutely Not* chapters 1-10, track your thinking on sticky notes related to What (W) you learn, Questions (Q) you might have, and How (H) you found the answers. The How (H) section is important; providing evidence of a curious nature and ownership of learning. Using sticky notes allow a reader to track and share their thinking for purposeful conversations and future writing experiences (i.e., edTPA commentaries). During class conversations, sticky notes can be referenced and arranged. Afterwards, you may want to place your notes in the WQH organizer (end of each chapter). Sticky note content: W, Q, H with text and a page number. Sticky notes are required on every page, with no exceptions. **50 Points** (5 points per chapter, 2-point deduction for incomplete/late/absent)
- **Jigsaw.** We will use the jigsaw method when reading Richardson’s *The Next Step Forward*. The material in Richardson’s book is appropriate for whole group instruction, small groups of students, or working with an individual student. The instructor will jigsaw the reading the week before a chapter is read. With the jigsaw method, everyone reads the entire chapter, but expert groups or partners focus on their “jigsawed” section and share their expertise (part of Assignment 2, 20 points per activity).

Assignment 2 – Teaching Activities (40 Points). It's important that teachers model both their thinking processes (e.g., strategy, connections, content, questions, author's craft, etc.) and love of reading (e.g., read-alouds, favorite books, etc.); gradually releasing the responsibility of how to lift, love, and navigate the written word. In order for everyone to learn course content, preservice teachers demonstrate their understanding by planning and teaching 2 activities.

Requirements & grading for assignment 2:

- **Plan and teach 2** activities related to your assigned “jigsawed” section and/or practicum experiences, based on the teaching resources and methods in Richardson’s *The Next Step Forward*. Teaching activities should be informal, light-hearted, and a space where we learn from each other (i.e., not a stiff presentation). Necessary materials, videos, etc. are the responsibility of the group or partners. Groups or partners will be assigned to share out 2 activities. The content/format of the activity will be demonstrated by the instructor and discussed as a class using the **20 Point Teaching Activity Rubric (p 11)**.

Assignment 3 – Teaching-Learning Cycle (50 Points). During practicum partners plan, teach and assess a small group of students (or an individual student). Although with a partner, each preservice teacher is required to document **7-10 hours of practicum**. Practicum hours vary; depending on age of students and unforeseen events (e.g., field trips, weather, illness, etc.). Teaching and assessment materials mainly come from Richardson’s *The Next Step Forward*.

IMPORTANT NOTE: Although you may share a practicum experience, each preservice teacher is required to complete 2 guided reading lessons, teacher notes, assessment (student interest inventory – is shared) and obtain a practicum evaluation.

Requirements & grading for assignment 3:

- **Secure a practicum placement**, with a partner, weeks 4-13. It is the responsibility of the preservice teacher to fill out the necessary paperwork and follow the school’s procedures related to their practicum experience (i.e., observing in the classroom to directly working with the teacher and students). Finding a placement and

paperwork is completed **PRIOR** to week 4. Partners should observe the teacher during whole group instruction **AND** support the teacher by working with an individual or small group of students – following a guided reading (GR) lesson format. Your practicum is drawn out over 10 weeks for good reason – to document your teaching moves; providing evidence of student’s learning over time. Practicum hours should NOT be completed in large time chunks and “I want to just get this over with” attitude. Let the classroom teacher know that you have GR materials (Richardson) and some GRL books, but that any materials or books they might have would be most appreciated. You will want to use material they provide BUT this assignment still requires that you complete at least 2 GR lessons (see below). Many school districts require that their teachers use Richardson’s materials or a similar format. During your first practicum, or before, preservice teachers provides the classroom teacher with the **15 Point 302 Practicum Rubric (p. 12).**

- **During practicum, preservice teachers plan and teach 2 or more guided reading (GR) lessons** using the templates found in Appendix E of *The Next Step Forward*. Templates vary – some have 1 day of instruction (p. 94, Richardson), others may have 2 or more (p. 146, Richardson). Also, you might not be able to COMPLETE the entire lesson during one visit, and that’s OK. What matters is that partners provide evidence that they planned and taught 2 or more guided reading lessons to earn **20 Points**.
- **Complete an interest inventory, teacher notes, and assessment.** On your first visit complete and/or obtain an interest or reading inventory (supplied by instructor, provided by teacher, or other). While you are teaching, document student’s learning behaviors on the teacher notes found in Appendix E (Richardson). These notes support your GR lessons (above) and choice of assessment. Choose an assessment, from the specific chapter (i.e., Pre-A, emergent, early, transitional or fluent) used to plan lessons. The student inventory, teacher notes, and assessment are evaluated using the **Assessments Support Planning and Instruction Scale of:**
 - 0 – 8 points** (little evidence or incomplete, inappropriate or inadequate amount of assessments)
 - 9 – 14 points** (just enough evidence to almost enough assessments to support planning/instruction)
 - 15 points** (more than enough evidence to support planning/instruction)

Assignment 4 – Lab, Final & BA Digger (60 Points). Preservice teachers attend FoRT lab sessions, participate in assessment activities that count towards the course final, and start the “Time to BA Digger” learning segments.

Requirements & grading for assignment 4:

- **FoRT Lab.** Preservice teachers attend lab sessions, weeks 4 – 13, to hone test-taking skills. In the lab, professional responsibilities include purchasing *Yaeger’s Study Guide*, signing a code of professional conduct, actively participating in activities, and attending 10 lab sessions to earn **20 Points**.
- **Final.** Preservice teachers engage in various assessment activities throughout the semester. These upbeat activities will be in various formats and announced a week prior, if appropriate. **20 Points**
- **Time to BA Digger!** Preservice teachers begin the process of digging into what they know about teaching reading and still need to know via BA Digger Learning Segments. Learning segments 1 & 2 start the last week of class, and must be completed by finals week for the full **20 Points** (10 points per segment). The rest of segments are completed in EDUC 309.

Assignments	Grading Scale
1. Think & Jig.....50	200 – 186 A
2. Teaching activities.....40	185 – 178 A-
3. Teaching-learning cycle.....50	177 – 170 B+
4. Lab, final & BA Digger60	169 – 155 B
5. Participation, dispositions and attendance	154 – 147 B-
(point deductions, refer to UG Advising Guide	146 – 139 C+
& Course Requirements)	138 – 124 C
	123 – 116 C-
	115 – 108 D+
	107 – 93 D
	92– 85 D-

TENTATIVE SCHEDULE

If we need to adjust the length of an activity, investigate a topic further or provide more time to share our lessons, etc. – we will. Most educators have a flexible, collaborative nature. If not, it causes unnecessary stress. Flexible, collaborative spirits allow EVERYONE to learn from each other and teach with intention – here, there, everywhere! Weekly activities are not separate entities but weave together.

WEEK 1: Course Overview

W – September 5 Requirements and assignments

Readings and Assignments

Syllabus and UG Advising Guide

WEEK 2: Collaborate and comprehend

M – September 10 Requirements and assignments (cont.)
 Navigating content

Bring *The Next Step*

W – September 12 Navigating content (cont.)
 Collaborators & learning conditions

Bring *Absolutely Not*

WEEK 3: Collaborate and comprehend

M – September 17 Collaborators & learning conditions (cont.)

CH 1 Mindful Matters (Absolutely Not)

W – September 19 Equity vs. equality, belonging
 Knowing and caring for *all* your students

CH 2 Responsive Education (Absolutely Not)

WEEK 4: Preparing to teach (practicum begins)

M – September 24 Equity vs. equality continued

W – September 26 Define beliefs, align & support practice

CH 3 Teacher I Want to Bee (Absolutely Not)

WEEK 5: Preparing to teach

M – October 1 Define beliefs continued

W – October 3 Literacy curriculum/TL cycle

CH 10 Digging Assessment (Absolutely Not)

CH 1 Guided Reading (Next Step)

Week 6: Preparing to teach

M – October 8 Literacy continuum/TL cycle (continued)

W – October 10 Designing lessons

CH 10 Caring for Comprehension (Absolutely Not)
CH 7 Moving Forward with Comprehension (Next Step)

Week 7: Literacy-rich environment

M – October 15 Designing lessons (continued)

W – October 17 Continued

CH 4 Emergent Writer-Reader (Absolutely Not)
CH 2 The Pre-A Reader (Next Step)

Week 8: Literacy-rich environment

M – October 22 Emergent learners

W – October 24 Continued

CH 3 The Emergent Reader (Next Step)

Week 9: Literacy-rich environment

M – October 29 Emergent learners (continued)

W – October 31 Early learners

CH 5 Early Reader-Writer (Absolutely Not)
CH 4 The Early Reader (Next Step)

Week 10: Literacy-rich environment

M – November 5 Early learners (continued)

W – November 7 Transitional/fluent learners

CH 6 Transitioning to Fluent Reader-Writer (Absolutely Not)
CH 5 The Transitional Reader & CH 6 Fluent Reader (Next Step)

Week 11: Literacy-rich environment

M – November 12 Transitional/fluent learners (continued)

W- November 14 Continued

Week 12: Essential components

M – November 19 Vocabulary instruction

W – November 21 Continued

WEEK 13: Essential components

M – November 26 Fluency instruction

W – November 28 Continued

WEEK 14: Cultivating knowledge

M – December 3 Ketchup & Pickles

W – December 5 Continued

WEEK 15: Cultivating knowledge

M – December 10 BA Digger Learning Segments

W – December 12 BA Digger Learning Segments

CH 7 Weeding Words (Absolutely Not)

CH 8 Fertile Fluency Practices (Absolutely Not)

Assignment 1: Think & Jig

Assignment 2: Teaching Activities

Assignment 3: TL Cycle (Practicum, GR Lessons & Assessments)

Assignment 4: Lab, Final & BA Digger

University Policies and Course Requirements

1. During class, **ELECTRONIC DEVICES ARE TO BE SILENCED & PUT AWAY.**
2. **DISPOSITION** concerns are dealt with swiftly and discretely. If there is a concern, a documented conversation will take place between the instructor and preservice teacher. If the concern persists, the instructor will consult with other SOE faculty. All conversations and meetings are documented in the **Dispositions Agreement** signed by the teacher candidate upon acceptance into the SOE-PEP (refer to UG Advising Guide).
3. **PROFESSIONAL RESPONSIBILITY.** Late work, missing presentations, tardiness, absence in class, practicum and partner/group work difficulties, etc. are **dispositional matters** and will be reflected in the final grade (**disposition points, assignment 5 p. 6**).
4. **ATTENDANCE:** 1) email or call the professor PRIOR to missing a class, 2) find someone to take notes, grab handouts, etc. 3) if you miss a class points are deducted, 4) If you are part of group work, you miss the day the group shares an assignment, you cannot make it up, and 5) if there is an unforeseen event or emergency (i.e., funeral, car accident), formal documentation is required.
 - 1 absence— 0 points
 - 2 absences—5 – 10 points deducted
 - 3 absences—15 – 20 points deducted
 - 4+ absences— 20+ points deducted (instructor’s discretion & disposition matter)
 - Consistent Tardiness (considered an absence & disposition matter)
5. Learning how to **TEACH READING** requires that course participants **READ** course materials **prior** to class sessions and participate in class conversations.
6. Students must **RECEIVE a C-** or better in this course (see Teacher Certification and Academic Standards) – failure to earn a C- or higher will result in repeating this course.
7. The **UWSP BILL of RIGHTS & RESPONSIBILITIES** is a set of expectations developed for all students and instructors, access information at <https://www.uwsp.edu/stuaffairs/Pages/default.aspx>). Policies regarding academic misconduct can be accessed at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If you require accommodations register with Disability Services Office and inform the instructor (<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>).

Preservice Teacher Signature _____

I understand and agree to the above policies and requirements.

Teaching Activity Rubric-Scale

0 – 1 = No attempt or little attempt to demonstrate this standard (despite having the opportunity to do so).

2 – 3 = Beginning to demonstrate characteristics of this standard.

4 – 5 = Demonstrating characteristics of this standard, in relation to **course** activities (e.g., collaboration spirit, flexibility, etc. in planning lesson) and teaching of reading lesson (practicum and in class).

Preservice teacher: _____ Feedback provided by: _____

InTASC Standard	Performance, knowledge, disposition	Feedback & Points
<p>S#3: Learning Environments The teacher works with others to create environments that support individual collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>D: The preservice teacher fosters respectful communication among all members of the learning community (3q).</p>	<p>0 1 2 3 4 5</p>
<p>S#4: Application of Content The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>P: The preservice teacher actively engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g. environmental literacy) (5b).</p>	<p>0 1 2 3 4 5</p>
<p>S#8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>P: The preservice teacher uses appropriate strategies and resources to adapt instruction to meet the individual and group needs of learners (8a).</p>	<p>0 1 2 3 4 5</p>
<p>S#10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>D: The preservice teacher reflects on professional practice and works toward continuous improvement and change (10t).</p>	<p>0 1 2 3 4 5</p>



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302 Practicum Evaluation

Assessment Scale: Please rate the preservice teacher’s **developing** practicum performance.

5 = Excellent 4 = Good 3 = Adequate 2 = Fair 1 = Poor N/A = Not applicable

InTASC Standard (modified)	Preservice Teacher’s Performance, Knowledge & Dispositions
<p>InTASC #6: Assessment The preservice teacher is developing and understanding of assessment to engage student(s) in their own growth, monitor progress, and guide planning.</p>	<p>The preservice teacher used several forms of informal assessments to support student(s) learning & plan instruction using a GR lesson template. They shared these assessments with student(s) (ownership) and with the classroom teacher.</p> <p style="text-align: center;">5 4 3 2 1 N/A</p>
<p>InTASC #7: Planning Instruction The preservice teacher plans instruction that supports their student(s) in meeting learning goals.</p>	<p>The preservice teacher created learning experiences that were appropriate for student(s) and aligned with ELA-CCSS content standards. They brought in course materials (i.e., Richardson) and respectfully listened to teacher suggestions.</p> <p style="text-align: center;">5 4 3 2 1 N/A</p>
<p>InTASC #9: Professional & Ethical The preservice teacher engages in professional behaviors (dispositions) and uses evidence to continually evaluate his/her practice.</p>	<p>The preservice teacher seeks feedback and suggestions from classroom teacher. They use feedback to evaluate practice and meet needs of their student. The preservice teacher is honest, trustworthy, and dependable.</p> <p style="text-align: center;">5 4 3 2 1 N/A</p>

Feedback:

Classroom Teacher Signature: _____ Date: _____ Points _____/15

If you have any **questions or concerns** please do not hesitate to email ccate@uwsp.edu or call 715.412.1585. Evaluations can be handed directly to preservice teacher or placed in a sealed envelope to be delivered to Dr. Cate.

How Proficient Collaborators Think and Act

Strategy	Examples/Actions
Be responsible to the group	
Listen actively	
Speak up	
Share the air and encourage others	
Support your views and findings	
Show tolerance and respect	
Reflect and correct	