

EDUC 302: Methods and Materials for Teaching Reading I

2019 Spring Semester

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Office Hours ■ Wednesdays 11-12

Section 1: 8:00 – 9:15 M & W CPS 208
Section 2: 9:30 – 10:45 M & W CPS 208
Section 3: 12:30 – 1:45 M & W CPS 208

Overview

The brain remembers what the heart cares about. ~Hobbs

This methods course introduces preservice teachers to responsive and developmentally appropriate reading instruction (and satisfies the state mandate for phonics instruction). Preservice teachers practice reading instruction in class and a practicum setting. A practicum placement is required to observe and participate in whole and small group, and individualized reading instruction. In a professional learning community, preservice teachers begin to develop an understanding of the **Common Core State Standards – English Language Arts (CCSS-ELA), professional teaching dispositions, and InTASC Core Teaching Standards**. Prepared teacher candidates, those that are ready to student teach, understand what it means to effectively demonstrate the knowledge, skills and dispositions of a responsive, thoughtful teacher. Therefore, preservice teachers will engage in document, reflect, and self-assess their growth of knowledge, skill, and dispositions. According to the National Council for Accreditation of Teacher Education (NCATE, 2008, p. 89-90) defines professional dispositions as:

professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development (UWSP PEP Advising Guide, p. 16).

Assignments are framed in the InTASC Core Teaching Standards (specific attention to standards 3, 6-8, & 9), cycle of effective teaching, and UWSP PEP Teaching Dispositions.

Materials

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**

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**

Yaeger's Study Guide (September 2018). **Required Purchase, UWSP Bookstore**

Essential Questions

1. How do educators create a culture for professional learning that is nurturing, empowering, and engaging?
2. What might effective literacy instruction look, sound, and feel like?
3. How do instructors and preservice teachers document evidence of teaching knowledge, skill, and dispositions? Why?

Assignments

Assignments #1-#5 are embedded in InTASC Standards 3, 6-8 & 9. The teaching portfolio requirement: Practicum evaluation and commentary paper & artifact.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. **Teachers collaborate with learners, colleagues, school leaders, families, members** of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

***Standard #3: Learning Environments.* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

Assignment #1: Practicum. To learn how to teach reading, engage in class conversations, activities and assignments, set up a consistent, semester-long practicum experience that fits into your schedule. This assignment requires that you:

- Set up a practicum (weeks 4 – 15) that provides opportunities to observe and teach reading to one or more students throughout the semester. This is not a one-time shot/experience!
- Attend the practicum fair, continue a practicum from last semester, ask a teacher friend, or other connection such as job/volunteer situation that is appropriate (with instructor permission). Remind classroom teachers that you are required to start your practicum by week 4. Teachers are VERY busy so, soon as you've committed to a classroom contact the teacher by email or visit the school (if appropriate/necessary) to work out practicum arrangements and fill out/ask for any and all necessary forms (i.e., Safe Environment Form for SPACS).

The Practicum Fair will be held Thursday January 31st from 4-7pm and Friday February 1st 10am-2pm in CPS room 229. Remember the Practicum Fair does not guarantee a practicum placement but is a service for our students to help them find one. **The required practicum for this course combines practicum levels 1 & 2 and should add up to about 8-10 hours.**

- Know the teacher language and expectations in the 302 Practicum Report (pgs. 11-12 in this syllabus). On your first visit, provide the classroom teacher with a copy of this report. Be sure to ask for periodic feedback. Let the teacher know that you are required to turn this report in by week 15.
- Settle in (observe, support) the first few weeks; get to know the students and classroom environment, meet your student (complete inventory, see assignment #2), teacher's expectations, etc.
- In your practicum, plan and teach one student or two (guided reading) using Richardson's *The Next Step Forward* lessons and materials (Sample Guided Reading (GR) lessons are shared in chapters and templates in Appendix E). The instructor encourages teaching a whole group reading lesson, but it is not required.
- 302 Practicum Report ____/20 Points *Upload completed copy to credentials area in teaching portfolio by week 15.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity,

communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

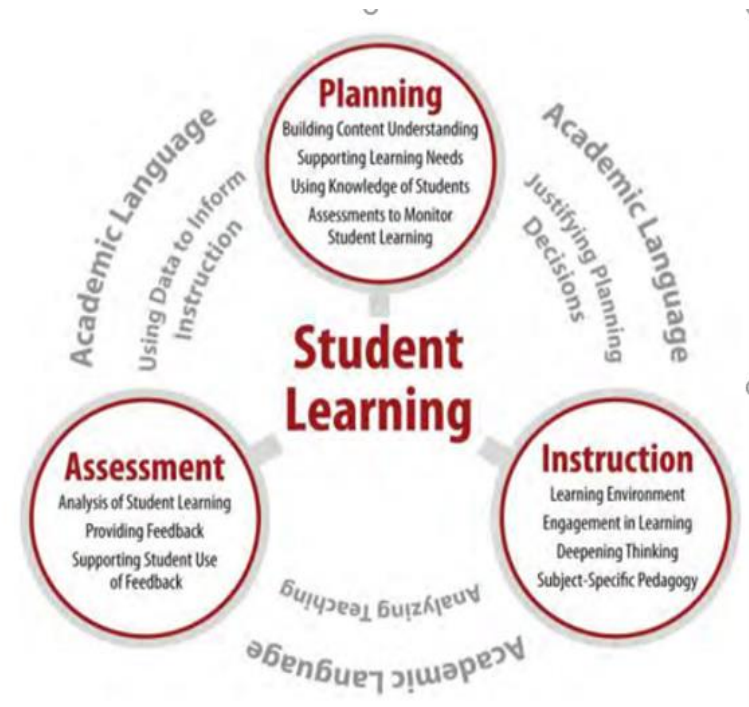
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate **assessment, planning, and instructional** strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Assignment #2: Assessment. To support your practicum student(s) learning needs and plan appropriate instruction, you will continuously document what they know – literacy behaviors, life experiences, interests, etc. This assignment requires that you:



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

- In your practicum (Assignment #1) complete 3 informal assessments with your student : interest or reading inventory, running record, and each week, use Richardson’s observation form “Teacher Notes” (Appendix E) to document the date, your observations (teaching moves/student learning behaviors) and next steps of instruction.
- edTPA Assessment Commentary Piece: Responding to a select prompt, write a 1-2 paragraph reflection on practicum assessments, **justified with principles from research and/or theory**. Use *Absolutely Not* and *The Next Step Forward* to support your justifications.
- Assessment Report/Commentary _____/40 Points

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Assignment #3: Planning. The most effective plans use the knowledge of students and ongoing assessments to plan instruction. To support your practicum student(s) learning needs preservice teachers will differentiate plans according to whole class, small groups, or individual reading instruction. This assignment requires that you:

- In groups, plan 3 types of reading lessons: whole, small (guided reading), and individual instruction. Groups will simulate these lessons in class. The instructor will share lesson plan templates and videos to view and use for support.
- In your practicum (Assignment #1), plan to teach one student or two students using Richardson’s *The Next Step Forward* lesson templates (Appendix E) and materials (Appendices).
- edTPA Planning Commentary Piece: Responding to a select prompt, write a 1-2 paragraph reflection of your practicum planning, **justified with principles from research and/or theory**. Use *Absolutely Not* and *The Next Step Forward* to support your justifications.
- Planning Report/Commentary _____/40 Points

Standard #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.

Assignment #4: Instruction. Through class practice (simulations) and your practicum, you will learn about and apply different instructional strategies to support and engage students in literacy and learning. This assignment requires that you:

- In a group, plan and teach 3 reading lessons: whole, small (guided reading), and individual, **with attention to instructional strategies, feedback, etc.** Groups will simulate these lessons in class.
- In your practicum (Assignment #1), teach one student or two (guided reading) using Richardson's *The Next Step Forward* lesson templates (Appendix E), **with attention to the instructional strategies embedded within the template.** The instructor encourages you to teach a whole group reading lesson in your practicum, but it is not required.
- edTPA Instruction Commentary Piece: Responding to a select prompt, write a 1-2 paragraph reflection your practicum instruction and use of strategies, **justified with principles from research and/or theory.** Use *Absolutely Not* and *The Next Step Forward* to support your justifications.
- Instruction Report/Commentary _____/40 Points

Further information:

TEACHING BINDER INFORMATION: Keep track of assignments #2-#4 (i.e., assessments, planned reading lessons, instruction strategies, materials, student work, etc.) in a teaching binder. Instructor will periodically check binder throughout the semester with a final check week 15.

ASSESSMENT, PLANNING & INSTRUCTION COMMENTARIES: These 3 commentaries will come together in one document (not to exceed 2 pages, including references). The commentaries and your practicum evaluation are the **teaching portfolio requirement for this course** and must be uploaded to your online teaching portfolio week 15.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. **A cycle of continuous self-improvement** is enhanced by leadership, collegial support, and collaboration. **Active engagement in professional learning and collaboration** results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration

with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Assignment #5: Professional Practices. Preservice teachers will engage in book study groups to provide evidence, evaluate, and continue to grow their understanding of effective reading instruction, prepare for the 302 Final and FoRT. This assignment requires that you:

- Write to develop your thinking in a Teacher Notebook. These notebooks will record what you’ve learned and questions you have from class lectures, activities, and required reading materials assigned in class, and required chapter readings of *Absolutely Not* and *The Next Step Forward*. **Most important**, notebooks are brought to and used in every class.
- Be a flexible learner and understand that some of the assigned chapters in *Absolutely Not* and Richardson’s *The Next Step Forward* depends on what our next steps need to be – according to your practicum, experiences, needs, assignments, etc.
- _____/0 – 30 Points

Standard #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.

<u>Assignments</u>	<u>Grading Scale</u>
#1 – Practicum...20 points	200 – 186 A
#2 – Assessment...40 points	185 – 178 A-
#3 – Planning...40 points	177 – 170 B+
#4 – Instruction...40 points	169 – 155 B
#5 – Professional Practices...30 points	154 – 147 B-
	146 – 139 C+
302 Final Exam...30 points	138 – 124 C
	123 – 116 C-
	115 – 108 D+
	107 – 93 D
	92– 85 D-

Tentative Schedule

Week	Topic	Materials Needed / Required Reading/ Assignments
Week 1 W-January 23	Course introduction/Review importance reading requirements and schedule (Assignment #5)	Syllabus (every week) Teaching binders & notebooks (every week) Teaching materials (D2L, when applicable)
Week 2 M-January 28 W- January 30	Assignments and practicum Instructional contexts/balanced program	CH 1 & 2 Essentials in Guided Reading (Richardson)
WEEK 3 M – February 4 W – February 6	Navigate nonfiction texts Practicum lessons and assessments – beliefs, students and resources	CH 2 – 6, CH 7, and appendices (Richardson)**
WEEK 4 M – February 11 W – February 13	(continued) Dispositions and responsive teacher	CH 1 Mindful Matters & CH 2 Responsive Education (AN)
WEEK 5 M – February 18 W – February 20	Much more than teaching reading	CH 3 The Teacher I Need to Bee (AN)
Week 6 M – February 25 W – February 27	Reading Stages, comprehension and assessment	CH 4-6 Emergent, Early & Transitional/Fluent Reader (AN)**
Week 7 M – March 4 W – March 6	Oral reading records	
Week 8 M – March 11 W – March 13	Oral reading records	
Spring Break		

Week 9 M – March 25 W – March 27	Practice teaching (Assignments #2-#4)	CH 7-10 (AN) *assigned week 9-15, according to practice teaching activities
Week 10 M – April 1 W – April 3	Practice teaching (Assignments #2-#4) Assessment, Planning, and Instruction Commentary	Commentary work time
Week 11 M – April 8 W – April 10	Practice teaching (Assignments #2-#4)	
Week 12 M – April 15 W – April 17	Practice teaching (Assignments #2-#4)	Commentary Draft (peer editing) Commentary Draft (Hand in)
Week 13 M – April 22 W – April 24	Practice teaching (Assignments #2-#4)	
Week 14 M – April 29 W – May 1	Final exam/FoRT activity	
Week 15 M – May 6 W – May 8	Final exam/FoRT activity	Assignments #1-#5 Completed Teacher Portfolio Requirement: Practicum Evaluation & Commentaries (link to specific standard in D2L Dropbox)
Finals Week	Section 1: 5/16 (TH) @ 10:15 – 12:15, CPS 208 Section 2: 5/13 (M) @ 12:30-2:30, CPS 208 Section 3: 5/16 (TH) @ 8:00-10:00, CPS 208	

University Polices and Course Requirements

As a class we will discuss the following. In checking each box, you agree to:

- silence and put away all my electronic devices during 302 class and before entering a school building.
- review the Dispositions Agreement signed upon acceptance into the SOE-PEP (refer to UG Advising Guide) and prepare to discuss and develop your teaching dispositions. 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. Preservice teacher dispositions, not in accordance with NATCE and UWSP Teacher Candidate Dispositions, will result in deduction of points at the instructor's discretion.
- accept professional responsibility for handing in assignments on time, preparing for course activities, read required material before class, and following the **attendance plan**:
 1. Find someone to take notes, grab handouts, etc.
 2. Know that **points are deducted** when you
 - ✓ have 2 or more absences
 - ✓ have 4 or more absences is a disposition matter (impossible to earn higher than a B)
 - ✓ do not email, text, or call the professor prior to missing class
 - ✓ absent during group presentation
 3. there is an unforeseen event or emergency (i.e., funeral), formal documentation is required.
- read required material **prior** to class and participate in class conversations.
- acknowledge that 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.
- recognize the **UWSP BILL of RIGHTS & RESPONSIBILITIES** as is a set of expectations developed for all students and instructors (<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>.
- understand that If you require accommodations register with Disability Services Office and inform the instructor of accommodations needed to be successful in this course (<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>).



College of Professional Studies
University of Wisconsin - Stevens Point

302 Practicum Report

Directions: Please rate the preservice teacher’s practicum performance to the best of your ability. Throughout the semester, preservice teachers should share lesson plans and any other related documents as they observe and work with students. The preservice teacher must have a completed/signed report prior to **Wednesday, May 8th**, 2019.

5 points per standard - *preservice teacher is able to:*

- *demonstrate professional dispositions, always*
- *plan and teach according to a student’s interests, needs, strengths, 302 assignment and classroom teacher requirements*
- *demonstrate growth in knowledge and application of effective literacy practices*
- *continue to reflect upon practice and student’s learning; explain rationale behind instructional choices*

Point deductions should be accompanied by specific evidentiary statements related to the four expectations stated above.

Preservice Teacher:	Practicum Teacher:
School/City:	Start Date:
Grade Level:	End Date:
Description of Context:	
Instructional Practice	
Standard #6: Assessment. The preservice teacher <i>is beginning</i> to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	
Circle Rating for Standard 7: 1 2 3 4 5	
Evidence:	

#7: Planning for Instruction

The preservice teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Circle Rating for Standard 7: 1 2 3 4 5

Evidence:

Standard #8: Instructional Strategies. The preservice teacher *is beginning* to understand and use 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.

Circle Rating for Standard 7: 1 2 3 4 5

Evidence:

Professional Responsibility

#9: Professional Learning and Ethical Practice

The preservice teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Rating for Standard 9: 1 2 3 4 5

Evidence:

Practicum or Assignment Evaluation Points: _____/20 Points *Approximately 8-10 hours were completed in this practicum

Classroom Teacher/Instructor Signature: _____ **Date:** _____

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	