

EDUC 302: Methods and Materials for Teaching Reading I

Spring Semester 2018

Course Information

Instructor: Dr. Cindy Cate

Email: ccate@uwsp.edu

Phone: 715.412.1585 (c)

Section 3: 9:30 – 10:45 M & W (D223)

Section 2: 12:30 – 1:45 M & W (CPS 208)

Office Hours (456): Wednesdays 11-12

The brain remembers what the heart cares about. ~Hobbs

Course Description

This course introduces preservice teachers to responsive, 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 secure a **practicum placement** weeks 4 – 13 to observe whole group reading instruction and participate during small group instruction (i.e., guided reading or one-on-one conferring). Preservice teachers use the ELA Common Core State Standards (**ELA-CCSS**) to create student-centered learning goals. Teaching is an honorable profession and those pursuing a career in education are held to high standards. Preservice teachers develop their **teaching dispositions** during practicum (Practicum Evaluation Form, p. 9), class discussions, and a reflective writing task. The dispositions in this course (EDUC 302 Dispositions, p. 10) are based on UWSP SOE-PEP Teacher Candidate Dispositions. Course learning outcomes are connected to the **InTASC Standards** and objectives framed in Danielson’s Framework for Teaching (**DFFT**)—a recognized protocol that evaluates classroom teachers across the nation. The **edTPA** is based on DFFT.

This course also has a required **ForT Lab component** weeks 4 – 13. Lab facilitators provide participants with ForT preparation activities. Participants purchase Yaeger’s *Foundations of Reading Study Guide*, attend lab weeks 4 – 13, and sign a Code of Conduct form. The lab is an extension of EDUC 302 (Assignment 7, p. 5). Participants are expected to engage with the lab instructor and peers in a respectful manner.

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**

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**

Course & University Policies

Prior to the start of class, turn off or silence your electronic devices (i.e., phones). If there is an unforeseen event (e.g., funeral) formal documentation is required. Students must **receive a C-** or better in this course (see Teacher Certification and Academic Standards)—failure to earn a C- or higher equates to repeating this course. Points are deducted for **late assignments** (instructor’s discretion). The instructor will notify faculty/Dean if there is a concern with a preservice teacher’s dispositions. Preservice teachers sign a dispositions form upon acceptance into the SOE-PEP. Concerns are discussed and formally documented. View the **UWSP BILL of RIGHTS & RESPONSIBILITIES** for all students and instructors-view these at <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>. View and access polices regarding academic misconduct at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If you have a disability and require classroom or exam **accommodations** notify the instructor and register with the Disability Services Office at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. **Absences require preservice teachers to:** 1) email or call the professor (715.412.1585) **PRIOR** to missing a class and 2) connect with a classmate that is willing to take notes of class content, share important information, and grab handouts.

- 1 absence—0 points
- 2 absences—5 points deducted
- 3 absences—15 points deducted
- 4+ absences—points deducted (instructor’s discretion & disposition matter)
- Consistent Tardiness (considered an absence & disposition matter)

Course Assignments & Grading

Required Tasks	Points	Grade
Planning (1) Practicum - 15 (2) GR Lessons - 30 (3) Assessments - 15	60	200-186 A 185-178 A- 177-170 B+ 169-155 B
Classroom Management (4) Disposition Reflection - 15	15	154-147 B- 146-139 C+ 138-124 C
Instruction (5) WQH Organizers - 50 (6) Teach it to know it - 15	65	123-116 C- 115-108 D+ 107-93 D 92-85 D-
Professional Responsibilities (9) FoRT Lab-20 (10) Quizzes-40	60	

Learning outcomes (modified InTASC Standards) & objectives are situated in Danielson’s teaching framework (DFFT) of (1) planning, (2) classroom environment, (3) instruction, and (4) professional responsibilities. *Learning outcomes* describe what preservice teachers should accomplish by the end of this course. *Learning objectives* provide the bridge, guiding conversations and assignments.



Domain 1: Planning

Learning Outcomes: The preservice teacher plans developmentally appropriate instruction to support learners in meeting learning goals; drawing upon knowledge of learners and effective pedagogical practices (InTASC 7 Planning for Instruction). The preservice teacher uses assessment to document learner’s progress & guide instruction (InTASC 6 Assessment). **Learning Objective:** Preservice teachers collaborate with peers, instructor, and classroom teacher to plan appropriate literacy instruction & assessment for their practicum student(s)—as measured by assignments 1 – 3.

1. Practicum Evaluation – 15 Points

- You are required to schedule a practicum Week 4 – Week 13. This practicum should take place during a teacher’s reading instruction block. Every practicum is different and there are many elements that are not in your control (will be discussed). You are a guest and it is not the teacher’s responsibility to ready you for this practicum experience—but yours. They are busy and focused on teaching their students—they look to YOU for support! **To fulfill the practicum requirement for this course, I will:**
 - Set up a practicum by week 3, where I can observe whole group instruction and teach one or more students, using Richardson’s Guided Reading (GR) Lessons and assessments weeks 4 -13.
 - Email/Contact the classroom teacher prior to week 4, and set up the exact day to begin my practicum; observing whole group reading instruction and meeting my student(s). I will administer the first assessment, reading/interest inventory this week or week 5.
 - Provide a copy of the Practicum Evaluation Form (p. 9, by week 5) to the classroom teacher & periodically ask about my progress. I will ask about the school schedule and important information (i.e., field trips, etc.).
 - Obtain a signed Practicum Evaluation Form (p. 9) from the teacher by week 14, provide a copy to the instructor, and scan/upload to my credentials page (online teaching portfolio).

2. Guided Reading (GR) Lessons – 30 Points

- You are required to plan three (3) GR lessons and apply them in your practicum setting. **To earn 30 points, 10 points per lesson plan, I will:**
 - Use the GR Lesson templates and instructional information in Richardson’s *The Next Step Looking Forward in Guided Reading*.

- Include my name, date, ELA-CCSS, and teaching notes on the GR Lesson template.
- Share my experiences—at least 1 GR Lesson that I am planning to teach or have already taught.

3. Assessments – 15 Points

- Teachers continually assess what a student knows and needs to work on. Therefore, you are required to administer 3 informal assessments to support your planning. **In order to earn 15 points, 5 points per assessment, I will:**
 - Administer 3 Informal Assessments: 1) interest or reading inventory, 2) assessment from Richardson’s book, and 3) an oral reading record (if the teachers use other assessments, I will discuss this with my instructor).
 - Write a brief summary, on the back of each assessment, noting the student’s strengths, what they need to work on, and how the assessment supports my literacy planning.
 - Share an assessment that I administered.

Domain 2: Learning Environment

Learning Outcome: The preservice teacher works with others to create safe learning environments, collaborative activity, and positive social interaction (InTASC 3 Learning Environment). **Learning Objective:** Preservice teachers develop their teaching dispositions through a reflective writing piece & collaborating on all other course activities—as measured by assignment 4.

4. Dispositions Reflection – 15 Points

- Principals, hiring panels, cooperating teachers, faculty and everyone else in the educational realm consider the character or dispositions of a teacher the most important component. Teaching is more than knowledge and skill; it involves the dispositions a teacher displays in *all* learning and professional environments. **To earn 5 points per reflection, I will:**
 - Research & start writing a reflection (no more than a page) that introduces my thinking on teaching dispositions and what they mean to me. I will review the 302 Dispositions (p.10) and other documents I research to think my strengths and areas that I need to work on. **Due Week 4**
 - Review my week 4 draft, reflect, and add to what I wrote. I will write from my heart (this is a draft). **Due Week 6**
 - Read through my week 6 draft. Think about my dispositions on a deeper level and note my development. I will revise my paper, check that it is ready for my instructor to read, and hand it in (final copy). **Due Week 10**

Domain 3: Instruction

Learning Outcomes: The preservice teacher understands the concepts, tools and structures of literacy to create accessible, meaningful learning experiences for all learners (InTASC 4 Content Knowledge). The preservice teacher understands and uses instructional strategies to encourage learners to become better readers, writers and thinkers (InTASC 8 Instructional Strategies). **Learning Objective:** Preservice teachers document and share their understanding of research-based, responsive literacy practices—as measured by assignments 5 & 6.

5. WQH Organizers – 50 Points

- Preservice teachers read *Absolutely Not* chapters and track learning. **To earn 5 points per WQH Organizer, I will:**
 - Document what I have learned (W), questions I have (Q) & how I did or plan to find the answers (H).
 - Provide a page number for each WQH entry.
 - Follow the sample of the “completed WQH organizer” that the instructor provides.

6. Teach it to know it – 15 Points

- Preservice teachers collaborate to teach a chapter to their peers. **To receive 15 points for this assignment, I will:**
 - Work with a group of peers to plan and teach a 30 minute lesson that uncovers an entire chapter.
 - Infuse a hands-on activity, demonstration, video and any other appropriate teaching/learning supports.
 - Help my group **design a 15 point presentation rubric** so that 2 of my peers and instructor can assess our lesson.

Domain 4: Professional Responsibilities

Learning Outcome: The preservice teacher engages in ongoing teaching/learning experiences to evaluate their practice, particularly the effects of their choices and actions on others (InTASC 9-Professional Learning & Ethical Practice). **Learning Objective:** Preservice teachers continue to collaborate with others in a lab and on two quizzes, and continue to evaluate their teaching dispositions and practices—as measured by assignments 7 & 8.

7. FoRT Lab – 20 Points

- Preservice teachers attend lab sessions to hone their test-taking skills. In the lab environment, professional responsibilities include participating respectfully. **To earn 20 points, I will:**
 - Purchase Yaeger’s Study Guide, sign the Code of Conduct & attend 10 lab sessions weeks 4 – 13

8. Quizzes – 40 Points

- Preservice teachers take 2 quizzes (similar format of the FoRT) based on EDUC 302 discussions and assigned reading materials. Quizzes are completed online in D2L.

Quiz 1: Wednesday, March 21st – 20 points

Quiz 2: Wednesday, May 2nd – 20 points

Tentative Schedule

Week	Topics	Assignments	Reminders
WEEK 1 M-Jan 22 W-Jan 24	Course overview Assignments & Caring Environment	Syllabus	Bring course textbooks to every class
WEEK 2: M-Jan 29 W-Jan 31	Balanced Literacy Program ▪NF text features ▪Components / Grouping Reading Instruction & Assessment ▪Informal assessments ▪Reading Stages		
WEEK 3: M-Feb 5 W-Feb 7	Reading Instruction & Assessment (continued)	Richardson’s GR Book (Assigned Reading) CH 12: Study Tips CH 10: Digging Assessments (WQH)	
WEEK 4: M-Feb 12 W-Feb 14	Reading Instruction & Assessment Responsive Teaching Practices	CH 2: Responsive Education (WQH) Assignment 4: Reflection Draft	FoRT Lab Sessions & Practicum start Preview CH 1: Mindful Matters

WEEK 5:

M-Feb 19

W-Feb 21

Preparing to Teach
Comprehension – Always!
▪Good Reader Strategies
▪Think Alouds

CH 3: The Teacher I Want (Need) to Bee (WQH)

CH 9: Caring for Comprehension (WQH)

WEEK 6:

M-Feb 26

W-Feb 28

Emergent learners
▪Phonological Awareness
▪Emergent writers
(continued)

CH 4: Emergent Writer-Reader (WQH)

Assignment 4: Reflection Draft

WEEK 7:

M-March 5

W-March 7

Emergent Learners
(continued)

Week 8:

M-March 12

W-March 14

Early Learners
▪Phonics
(continued)

CH 5: Early Reader-Writer (WQH)

Week 9:

M-March 19

W-March 21

Early learners
Quiz 1

Assignment 8: Quiz 1

Spring Break

Week 10:

M-April 2

W-April 4

Transitional to fluent Learners
▪Teaching with Intention!!
(continued)

CH 6: Transitioning to Fluent Reader-Writer (WQH)

Assignment 4: Final Reflection Paper

Week 11: M-April 9 W-April 11	Vocabulary Instruction ▪Strategies and assessment (continued)	CH 7: Weeding Words (WQH)
Week 12: M-April 16 W-April 18	Fluency Instruction ▪Reader's Theaters & more (continued)	CH 8: Fertile Fluency Practices (WQH)
Week 13: M-April 23 W-April 25	Open response Open response	CH 11: Grazing on the Open Response (WQH) Assignment 5: WQH Organizers (completed)
WEEK 14: M-April 30 W-May 2	Ketchup & Mustard Quiz 2	Assignment 6: Teach it to know it (completed w/ group) Assignment 8: Quiz 2
WEEK 15: M-May 7 W- May 9	Conferences (continued)	Planning Assignments 1-3 (includes signed evaluation form). Instructor will share points earned on other assignments (i.e., FoRT Lab)



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ED 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: _____ Practicum Points _____/15

302 Dispositions Document

This rubric is mindful of the UWSP Teacher Candidate Dispositions and is considered a good place to start conversations regarding the characters displayed by responsive, knowledgeable and ethical teachers. This document will hopefully be a starting point, as well, for assignment # 4, the dispositions reflection paper. By the end of the semester, preservice teachers are on TARGET!

	Unacceptable (0)	Acceptable (1)	Target (3)
Communication Skills	Poor listening & responding skills. Looking disappointed, bored, etc. Body is positioned in a way that says "I am not interested".	Listens & responds to others most of the time; working towards the target.	Actively listens & responds to others; consistently participates in class discussions; does not interrupt flow of discussions. Cares what others have to say and turns body towards speaker.
Reliability and Conscientiousness	Habitually ignores class obligations or misses deadline for readings or assignments; little participation in group work. Does not read the syllabus, unorganized, etc.	Reliable in meeting obligations and deadlines.	Thorough and reliable in meeting all classroom and practicum obligations and deadlines; deeply thinks about others and how their actions (can be relied upon-such as with group work) may affect others.
Emotional Maturity and Ability to Collaborate	Aggressive or Passive; obsessively dominates or recedes from interpersonal or group activities; Impolite (i.e. whispering, back to instructor) impolite or negative demeanor toward others.	Somewhat assertive and effectively balances own needs with the needs of others. Most often, a positive attitude in interactions with students, peers, and instructor.	Assertive; effectively balances own needs with the needs of others; demonstrates perceptive understanding when dealing with others. Ability to listen to instruction, take notes, effective leadership skills.
Attitude Toward Responsibility; Reflection and Adaptability	Becomes defensive or has difficult time with constructive feedback Rigid; unwilling or unable to adapt.	Working on constructive feedback; yet takes responsibility for own actions and decisions. Adjusts most actions based on reflection; willing to learn from experiences.	Embraces and seeks constructive feedback; confidently takes responsibility for own actions and decisions; Artfully adjusts actions based on thoughtful reflection; learns quickly from experience quickly.
Professional Commitment	Indifference toward, or dismissive of, the need for professional excellence.	Displays commitment to improving his/her commitment to the teaching the profession. Reflects on what it means to be a life-long learner in all environments and situations.	Displays strong commitment to excellence in the profession; is a self-starter and knows what needs to be done.