



EDUC 309: Methods and Materials for Teaching Reading II (EC/EEN) Fall Semester 2020

- **F2F Meetings:** W Cohorts (p. 3) 2:00-2:50, Albertson Hall (library), Room 650
- **Online:** Canvas learning activities & Small Group Zoom

Instructor Information & Office Hours

Dr. Cindy Cate

F2F: M & W 9:30am – 10:30am CPS 456 (1 person max)

Text or Call: 715.412.1585 M-TH 8am – 2pm

Email: ccate@uwsp.edu

Course Description

The purpose of this course is to examine beliefs, practices, and materials for teaching reading, focusing on grades K-3. Preservice teachers collaborate to understand the conditions necessary for *all* young children to enjoy learning in a workshop environment. Course activities follow the gradual release of responsibility approach and refer to the CCSS-ELA standards. A 10 hour practicum is required to practice mini-lessons utilized in a reading workshop. These InTASC Standards frame assignments:

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. **(Assignment 3: Reading Workshop)**

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 3: Reading Workshop)**

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 2: Learning Journal & Assignment 4: Canvas Activities)**

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. **(Assignment 1: Teacher Portfolio)**

The SOE Teaching Dispositions and INTASC Standards critical dispositions focus on the habits of professional action and moral commitments in how teachers do and must act in practice (2013, p. 6). A preservice teacher's dispositions are nurtured, discussed, and monitored during course activities (see Dispositions Agreement, pgs. 4 & 5).

Course Textbooks (Rentals)

Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse Publishers.

Ellery, V. (2014) *Creating strategic readers: Techniques for supporting rigorous Literacy Instruction* (3rd Ed). Huntington Beach, CA: Shell Education

Miller, D. (2008). *Teaching with intention: Defining beliefs, aligning practices, taking action, K-5*. Portland, ME: Stenhouse Publishers

Format, Face Coverings & Other Guidance

Format: This course includes 7 F2F meetings that connect to canvas content (5 modules completed independently) and Zoom and/or F2F meetings (that groups schedule with Dr. Cate) to work on class assignments.

1. **F2F meetings take place in AH 650.** Cohorts meet 7 times during the semester. The seat you choose during the first F2F will be your assigned seat. **Attendance** is required during all F2F meetings (in person or zoomed in by a friend).
2. **Please review your assigned cohort and group on the next page.** Both cohort I & II have 13 participants. In your small group (different colored font), you may have a friend needs to zoom in to the F2F meetings. This friend is responsible for touching base with the group and asking someone to Zoom them in during class (i.e., for attendance). You will work with groups on several assignments (all assignments can be completed online).
3. **If you Zoom a friend in during class,** please sit at a front table. As the semester moves forward, other ways of using technology might be explored – but for now this is how we will begin. I will support everyone the best I know how. I need your support too!
4. **Small group meetings with Professor Cate.** Depending on how your group goes about this, set up a meeting or two to discuss group questions – mostly for Assignment 3: Reading Workshop.
5. **Canvas Modules.** 5 modules are opened and closed as we progress through the semester. Independently, complete module activities (for attendance & to complete assignment 4). What you learn and engage in during each learning module is highlighted in your personal area of the teacher portfolio (See Assignment 4: Canvas Activities).
6. **Portfolio.** Together with your group of friends, create an online teacher portfolio. Your group's portfolio, specifically each group member's personal area/page, will house ALL course assignments. I will assess your assignments within the portfolio environment and enter your earned points in the Canvas grading area (See Assignment 1: Teacher Portfolio).
7. **Learning Journal.** Use Google Docs or other writing environment, that I can access and check, to track your personal understanding of chapter content, aha moments, and vocabulary terms from Miller's (2013) *Reading with Meaning*. Upload a link, embed your journal, or other in your personal area of your group's online portfolio (see Assignment 2: Learning Journal).

COHORT I: F2F Wednesday 2:00PM - 2:50PM F2F Albertson Hall 650

September 2nd, 16th & 30th. October 14th & 28th. November 11th & 25th.

Jones, Alisia |

Cutrell, Tierney

Faivre, Taylor

Cash, Alix

Stebor, Lily

Glodowski, Mackenzie

Franklin, Kaitlyn

Podgorny, Brooklyn

Handrich, Brittany

Matsche, Kaylee

Reimer, Amber

Hoernke, Mya

Zettler, Sharalyn

**COHORT II Groups & F2F Dates: September 9th & 23rd - October 7th & 21st
November 4th & 18th - December 2nd**

Schaetzl, Cassie (Rudolph)

Steger, Kassie

Steger, Keely

Werre, Jenessa

Lelinski, Emily

Tayek, Tori

Peterson, Megan L.

Vissers, Carley

Golke, Cassie

Grant, Alyssa

Sylvester, Vina

Timm, Amanda

Zimmermann, Haley

Face Coverings:

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).

1. As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
2. Maintain a minimum of 6 feet of physical distance from others whenever possible.
3. Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
4. Prior to entering the classroom, please clean your assigned seat area.
5. Please maintain these same healthy practices outside the classroom (i.e., wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.

University & Department Policies

This course aligns with university and SOE department policies. If you have any questions or ideas, please share during the discussion, or talk with me privately. **I agree to/know that:**

- register with Disability Services Office if I need specific accommodations and inform the instructor of any and all accommodations needed to be successful in this course
<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>
- use technological devices during class in an appropriate manner (i.e., zoom or FaceTime a group member if they are unable to attend). If you need to text or waiting for an important call – step outside the room and/or inform the instructor.
- follow EDUC 302 attendance policy for F2F and Group Zooms (see p. 2, Format). If I am unable to attend a F2F meeting (in person or online), I will contact Dr. Cate.
 - 1 absence: 0 points
 - 2 absences: 5 points
 - 3 absences: 10 points
 - 4 or more absences: automatic letter grade deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness
- follow EDUC 302 attendance policy for completing the 5 Canvas learning modules (see p. 2, Format). Points are not earned – this is an attendance matter. Modules are closed and a new one opens according to the schedule. Points are deducted for not attending (instructor’s discretion).
- review the **Dispositions Agreement** that I signed when accepted into the SOE-PEP (refer to UG Advising Guide) and continue to develop my teaching dispositions – understanding that the

character of a preservice teacher, their dispositions, are taken seriously and the instructor is obligated to act (e.g., document, plan meeting with student, etc.) in accordance with the UWSP Teacher Candidate Dispositions. **All assignments infuse dispositions.** Teaching dispositions, your professional actions and character, are part of the InTASC Teaching Standards. The NCATE 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.

- complete assignments on time but understand that an assignment completed 1 week late can receive no more than 50% of the points possible.
- I 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.
- the UWSP BILL of RIGHTS & RESPONSIBILITIES as a set of expectations developed for all students and instructors at <https://www.uwsp.edu/stuaffairs/Pages/default.aspx>
- academic misconduct is a serious matter and that the policies can be accessed at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Big Ideas

- To teach reading with intention, a teacher defines their beliefs and then aligns those beliefs to create a responsive learning environment for all children.
- A reading workshop environment that includes specific research-based learning conditions promotes successful literacy learning for all children.
- The CCSS-ELA serve as benchmarks for reading instruction.
- Gradual release of responsibility, within Rotuman's Optimal Learning Model, supports teaching and learning.

Assignments

Assignment 1: Teacher Portfolio (25)

Standard #10: Leadership and Collaboration (p. 45). 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.

Learning Objective: Preservice teachers take responsibility for their learning and students' learning (practicum and future) **by** collaborating with friends to create an online reading portfolio that displays their personal knowledge, skill and dispositions of reading instruction.

Directions:

1. **Collaborate.** With your assigned group of 4-5 friends, create an online teacher portfolio to house **ALL** your assignments. **Create a portfolio that makes sense for the group and is easy to work in.** There are different types of website builders, such as Wix, Weebly or other. Send

Dr. Cate a link to access group online portfolios during Module 3 (see schedule). I will save it in an email folder to access and assess (along with your other assignments!).

2. **Required Content.** Friends create a group (home) page. Discuss your ideas and what you can all agree on – an inviting format with professional color, font and images, fun facts, teacher poem, standards, etc. is encouraged (rubric, p. 7). Collaborate with friends on your home page design and how your individual pages will fit together (theme/colors, etc.). Please review InTASC Standard 10 in the rubric, p. 7). Provide links or tabs from the home page to each personal page. Personal pages include but are not limited to:
 - Learning Journal *introduction and reflection
 - Reading Workshop videos *group introduction and reflection
 - Canvas Activities (tabs and/or content created according to directions for online learning modules 3-7)
3. **Examples.** I will share several online reading portfolios that teachers created during EDUC 740 Teacher Portfolio course (while teaching full-time) to obtain their 316 & 17 Reading Licenses. Some ideas . . . point you in the right direction – formatting, content, professional writing (introductions and reflections), etc.
4. **Assessment.** The Portfolio Rubric (next page) is used to assess your individual portfolio pages. Assessment is 3-fold: Instructor, self-evaluation, and group participation.

PORTFOLIO RUBRIC (work in progress)

CRITERIA	Exceptional 25	Adequate 15	Incomplete 0
Learning Journal (Assignment 2)	Entries evidence careful thought and analysis. Rich, concise introduction and reflection (1 paragraph) No errors. Includes reference to support writing to learn.	Entries - some evidence of careful thought or analysis. Intro and/or reflection (some errors, rambling, etc.).	Entries - Little or no evidence of careful thought and/or analysis or insight. Intro and/or reflection missing. Errors interfere with message.
Reading Workshop (Assignment 3)	Fun, creative, thoughtful (and accurate!) videos included introductions and reflections (no errors) . Includes reference to support the importance of a workshop environment.	Videos included on home page. Group introductions and reflections have some errors, references missing, etc.	Missing videos. Group introductions and reflections have many errors, no references, etc.
Canvas Learning Activities (Assignment 4)	5 learning activities accurately represented, (i.e., organized AND followed directions).	Learning activities represented but little off on directions.	Several learning activities missing and/or disorganized, directions not followed.
Content & Format	Content includes a snazzy group page, tab/link to personal page, assignments, etc. Includes a link to CCSS-ELA and/or other valuable resources shared.	Content is easy to follow. Inviting. Some content may be missing and/or format is unorganized. Might have a few other resources to share.	Little or no evidence of required content. Format is minimal and unorganized. Not inviting to a reader.
Critical Disposition: Collaboration	<p><u>Standard #10: Leadership and Collaboration (p. 45).</u> Each member in this group demonstrated the following Critical Dispositions during this project:</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>		

Keepers & Changers (instructor) –

Keepers & Changers (preservice teacher’s self and group reflection) –

Assignment 2: Learning Journal (30)

InTASC Standard 9: Professional Learning and Ethical Practice (p. 41). 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.

Learning Objective: Preservice teachers provide evidence of and discuss their developing knowledge of how to teach comprehension and other essential reading components (phonemic awareness, phonics, vocabulary, and fluency) **by** reading, documenting, discussing and applying the content in *Miller's Reading with Meaning: Teaching Comprehension in the Primary Grades*.

Directions:

1. **Journal.** Set up an interactive journal, a document that is accessible from within your personal portfolio space or you can upload easily (Assignment 1). Use the journal to track evidence of what you know/discover, aha moments & key vocabulary in *Miller's Reading with Meaning* text.

Required Readings & Tasks (see schedule)

Module 1: Text Rental – Get your books!

Module 2: Navigate textbooks

Module 3: Chapter 1 Guiding Principles

Module 4: Chapter 2 In September, Part One

Journal Check – Module 4

Module 5: Chapter 3 In September, Part Two

Module 6: Chapter 4 In October

Journal Check – Module 6

Module 7: Chapter 5 In November and December

Module 8: Chapter 6 In January and February

Journal Check – FoRT

2. **Format.** The first journal entry for Chapter 1: Guiding Principles is shared on the next page (along with the Journal Rubric). Copy/paste each outline your learning journal. Enter required information [type notes here] and any other information you find interesting. **In Canvas, go to the Learning Journal page for the rest of the chapter outlines.**
3. **Print Copies.** Print copies of journal entries, according to when they are due in each module (see schedule) to support class discussions **and/or bring your laptop.**
4. **Assessment.** Share your journal in the online reading portfolio (Assignment 1). The instructor will assess journals (i.e., journal checks) and use the Journal Rubric (next page) to support:
 - in-class and/or online activities (e.g., discussions, presentations, practicum, etc.) **related to personal learning journals** – focusing on preservice teacher's evidence of learning, justify or adapt instruction, and key vocabulary.

Chapter 1: Guiding Principles

What I know/discovered (evidence)	Aha Moment (next steps & justify)	Key Vocabulary
<p>What are your guiding principles as an educator? [type notes here]</p> <p>What do you see as essential components for building a learning community? [type notes here]</p> <p>How do you create a climate and culture for thinking? [type notes here]</p> <p>How do you instruct for independence? [type notes here]</p> <p>How do the questions, above, relate to your current teaching dispositions of collaboration and responsibility? [type notes here]</p>	<p>Aha moments relate to what you are learning. Include page number (support).</p> <p>[type notes here]</p>	<p>Term and definition</p> <p>[type notes here]</p>

Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse Publishers.

JOURNAL RUBRIC

CRITERIA	Exceptional 30	Adequate 20	Incomplete 0
Content/Information: What did you learn?	Careful thought / evidence of learning. Required sections completed (e.g., Concise yet thorough comments – every question answered).	Evidence of learning is document. Some pieces may be missing and/or not complete (e.g., 1 sentence or brief comment per question).	Most topics are missing or incomplete.
What will the impact be on your instruction?	“Aha” moments clearly explained AND supported with page numbers. Includes notes from class, online activities, or other.	Some “Aha” moments stated with page numbers.	“Aha” quote is not included.
Key Vocabulary	4 or more key vocabulary, for each chapter, accurately defined	Most key vocabulary is briefly defined.	Key vocabulary is missing, incorrect, or unfinished.
Format & Timeliness	Format is easy to follow (i.e., pays attention to the reader). Journal chapter posted on time.	Format might need work. Some journal chapter(s) late or unfinished.	Format needs a lot of work. Most or all journal chapters late AND unfinished.

Assignment 3: Reading Workshop (20)

Standard #2: Learning Differences (p. 17). 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 (p. 21). 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.

Learning Objective: Preservice teachers will become familiar with and demonstrate how to establish routines and learning activities in a reading workshop **by** sharing 4 mini-lessons based on Miller's (2013) *Reading with Meaning: Teaching Comprehension in the Primary Grades*.

Directions:

1. **4 Mini-Lessons.** With your group, record 4 "how-to" mini-lessons. Mini-lessons are approximately 5-7 minutes (sometimes less).
2. **Decision 1.** Mini-lessons demonstrate procedures (setting up) and activities (teaching) AND include explicit "how to" language. Create a mini-lesson video for chapters 2-5 in Miller's *Reading with Meaning*. Format for video:
 - What
 - Why
 - When
 - How (model)

We will use videos during the F2F class to support our journal discussions of Miller's book!

3. **Decision 2.** You are given a choice. Collaborate with your group and decide how you want to go about completing this assignment. Mini-lessons can be a group effort, partner up, or each member teach a mini-lesson. **What is required is that everyone participates, and 4 mini-lessons are the result!**
4. **Support.** Groups set up a meeting with instructor, to support work on this assignment. Meetings can be F2F, online or other.
5. **Practicum Requirement.** Complete 10 hours of reading practicum prior to December 11th. Try out several activities, from Miller's book with your practicum student. You are responsible for documenting your practicum hours and obtaining a signature or some other form of confirmation (e.g., email) from the teacher, parent or other.
6. **Assessment.** Groups are responsible for uploading short videos to each of their personal spaces, in the group's online portfolio (Assignment 1). Groups write an introduction and reflection for each video. 5 completion points for each video, introduction, and reflection. Friendly feedback when videos are shared out in class. **See schedule: Due date for each video.**
7. **Members not contributing, in the full spirit of group collaboration, will not receive full points for this assignment. Do not take advantage of others and add to their stress. Complete your part of this assignment. Please let me know if issues arrive ASAP.**

Assignment 4: Canvas Activities (25)

InTASC Standard 9: Professional Learning and Ethical Practice (p. 41). 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.

Learning Objective: Preservice teachers demonstrate proficient teacher dispositions (i.e., submit on time, complete assignments, support others, evaluate choices, etc.) **by** completing online learning modules that support their ongoing learning of effective teaching reading practices.

Directions:

1. **In Canvas.** Complete online learning Modules 3 – 7 before the module closes. Follow the directions in each module and complete the activity. Each activity asks you to share something in your online portfolio.
2. There are 5 modules to complete – 5 points each. Failure to follow directions results in loss of points. Failure to complete a module in the specified time frame results in NO points.
3. I will check your completed “canvas activities” in your online portfolio, the same time I check your journals (Assignment 2). See schedule.

Grading

Assignment 1: Teacher Portfolio (25 Points) *Final project											
Assignment 2: Learning Journal (30 Points)											
Assignment 3: Reading Workshop (20 Points)											
Assignment 4: Canvas Activities (25 Points)											

Point-based Grading

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	0-65

Tentative Schedule

Assignments are highlighted in different colors. Each assignment, material, and or requirement is DUE on the day that YOUR cohort meets F2F.

Date	Discussion & Activities	Assignments & Materials
W Sept. 2 – cohort 1 M Sept. 7 – No Class W Sept. 9 – cohort 2	MODULE 1 – Course overview ➤ Assignments, attendance, practicum	➤ Syllabus
W Sept. 16 cohort 1 W Sept. 23 cohort 2	MODULE 2 – Resources ➤ Portfolio (Assignment 1) ➤ Mini-lessons (Assignment 3) ➤ Review Canvas Activities (Assignment 4)	➤ Bring course textbooks (all 3)

W Sept. 30 cohort 1 W Oct. 7 cohort 2	MODULE 3 – What & Why ➤ Proficient reader research ➤ Community & Relationships	Read & Journal Chapter 1 Guiding Principles Send Portfolio Link to Dr. Cate (Assignment 1)
W Oct. 14 cohort 1 W Oct. 21 cohort 2	MODULE 4 – Structures/Routines ➤ Read alouds ➤ Mini-lessons	Read & Journal Chapter 2 In September, Part One Assignment 2: Journal ✓ Assignment 3: Reading Workshop Video Assignment 4: Canvas Activities ✓
W Oct. 28 cohort 1 W Nov. 4 cohort 2	MODULE 5 – Assessment ➤ Choosing books – show kids how ➤ Assessments – teacher and kids	Read & Journal Chapter 3 In September, Part Two Assignment 3: Reading Workshop Video
W Nov. 11 cohort 1 W Nov. 18 cohort 2	MODULE 6 – Thinking Strategies ➤ Thinking – show kids how ➤ Construct meaning, anchor charts, evidence, and more	Read & Journal Chapter 4 In October Assignment 2: Journal ✓ Assignment 3: Reading Workshop Video Assignment 4: Canvas Activities ✓
W Nov. 25 cohort 1 W Dec. 2 cohort 2	MODULE 7 – Conversations ➤ Book Clubs ➤ Inferring and asking questions	Read & Journal Chapter 5 In November and December Assignment 3: Reading Workshop Video
W Dec. 9	FoRT FoRT Workshop (F2F and/or Zoom) Unfinished Portfolios (Final) & other assignments (meet w/ Dr. Cate)	Read & Journal Chapter 6 In January and February Assignment 2: Journal ✓ Assignment 4: Canvas Activities ✓
Finals Week	Unfinished Portfolios (Final) & other assignments (meet w/ Dr. Cate)	Assignment 1: Teacher Portfolio

References and Resources

InTASC Standards (2013). *Interstate teacher assessment and support consortium model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing development.*

Retrieved from

https://ccsso.org/sites/default/files/201712/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Wisconsin’s framework for Response to Intervention (RtI) is found at these attached links

<http://www.wisconsinrticenter.org/>

Balanced literacy <https://resources.corwin.com/thisisbalancedliteracy>