

# UNIVERSITY OF WISCONSIN STEVENS POINT

Education 309/509: Methods and Materials for Teaching Reading II

ECE – ECSE, 2018 Fall Semester

Monday 2:00 – 3:40 (CPS 208) ▪ Wednesday 2:00 – 2:50 (CPS 208)

**Instructor:** Dr. Cate    **Office Hours:** CPS 456, Wednesday 11-12 ▪ by appointment    **Contact:** 715. 412.1585 ▪ ccate@uwsp.edu

## COURSE OVERVIEW

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This course examines materials and methods of reading instruction: basic approaches, assessment, research, and preventive/corrective measures. In a professional learning community, preservice teachers explore their teaching beliefs and build their understanding of effective literacy and learning practices for young children. With a partner, preservice teachers set up a 10 week – 10 hour practicum in a PreK- 3<sup>rd</sup> grade classroom. Partners share the responsibility of supporting the classroom teacher **AND** teaching an interactive reading lesson. Throughout the practicum, the classroom teacher documents preservice teacher’s behaviors and dispositions using the InTASC Standards Rubric-Scale (p. 9). Most important, participants track their thinking while reading meaningful and applicable teacher material; in order to demonstrate, create and collect evidence and artifacts for current and future teaching experiences (Assignment 2: Teacher Toolbox). It is crucial, at this point in a professional teaching program that teacher candidates – during class and practicum – strive for trust, collaboration, intellect, responsibility, equity, and joy (refer to UWSP PEP Teacher Candidate Dispositions). The PEP dispositions, edTPA planning tasks, InTASC Standards, and RTI approaches are meaningfully infused into course content. \*The edTPA is similar to Wisconsin’s Educator Effectiveness (EE) in that both are derived from Danielson’s 2013 Framework for Teaching (FFT).

## REQUIRED TEXTS

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Schulze, A. (2006). *Helping children become readers through writing: A guide to writing workshop in kindergarten*. Newark, DE: IRA. (UWSP Bookstore Rental)

Miller, D. (2008). *Teaching with intention: Defining beliefs, aligning practices, taking action. K-5*. (Amazon Purchase)

edTPA EC Assessment Handbook (Version 06, 2018) & edTPA Understanding Rubric Level Progression, EC (Version 01, 2018)

## ESSENTIAL QUESTIONS

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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

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LO 1: Preservice teachers will collaborate on, design and practice learning activities, within a **professional learning and workshop environment**, to build their repertoire (teacher toolbox) of developmentally appropriate literacy activities for young children. (InTASC Standards 1-10; UWSP Dispositions 1-6)

LO 2: Preservice teachers will create and teach an interactive reading lesson, using the **context of learning information and active, multimodal nature of young children's learning**. (InTASC Standards 4-8; UWSP Disposition 1, 4)

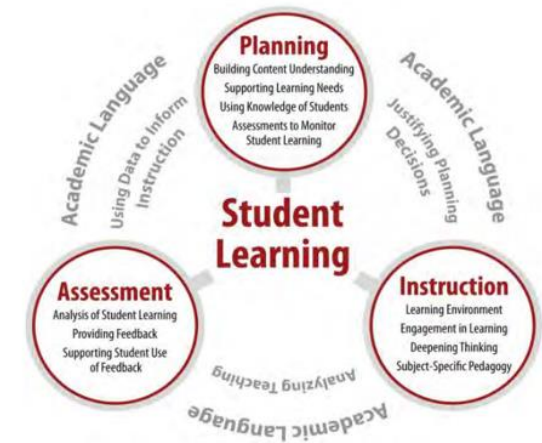
LO 3: Preservice teachers will write a **planning commentary** that includes a central focus, knowledge of children to inform teaching, principles from research/theory to support justifications, academic vocabulary, and assessments. (InTASC Standard 7; UWSP Disposition 9)

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

## ASSIGNMENTS

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Assignments 1-7 support the course learning outcomes. How we learn and teach – the assignments and activities in this course – are one in the same and based on the teaching-learning cycle.



Teaching-Learning Cycle, 2018 [edTPA EC Assessment Handbook](#), p. 3

## LEARNING COMMUNITY

**Assignment 1 – Thinking Tracks.** Preservice teachers will track their thinking on sticky notes or on each page of the text when reading Teaching With Intention (TWI) and assigned readings in D2L (specific pages must be printed). To **EARN 5 points** for each reading, thinking tracks are **REQUIRED** on every page. There are **NO EXCEPTIONS** – when we (and our students) are engaged with the text, WE THINK, and then our notes allows us to share that thinking in a learning environment. Hence, the instructor can assess, support, and/or provide feedback as you learn about teaching reading. Our thinking tracks will support classroom conversations, lesson plan and planning commentary writing (i.e., tracks ARE evidence used to support teaching moves). **60 Points (6 TWI & 6 D2L Readings)**.

**Assignment 2 – Teacher Toolbox.** Preservice teachers will read, reflect, demonstrate, and collect evidence of methods and materials for teaching young children. They will teach their peers a specific strategy, method, etc. The instructor will let you know in advance what your small group will teach. All materials created or shared in class are evidence of the preservice teacher's teaching-learning participation and collected in a teacher toolbox. The toolbox can be a binder, folders, or other type of organizational method. The

group teaching will let their peers know what materials are necessary to participate in the learning activity. If appropriate, documents will be shared in/uploaded to the D2L DISCUSSION AREA – Teacher Toolbox. The tools and materials can be used in practicum, student teaching, interview, and/or your future classroom. **20 Point Teacher Toolbox Rubric-Scale (pgs. 10-11).**

## Planning for Instruction & Assessment

**Assignment 3 – Context for Learning.** After setting up the practicum, preservice teachers gather as much information as possible, using the Context for Learning Information worksheet. This information will support the lesson plan and commentary. Points are earned by completing the worksheet. **10 Points deducted if incomplete.**

**Assignment 4 – Lesson Plan & Presentation (Course Final).** With a partner, preservice teachers **PLAN** a lesson and then **TEACH** the lesson near the end of their practicum (40 Points). The lesson is also taught in class (20 Points). The interactive reading lesson plan is no more than 4 pages and includes **at least 3 artifacts** (i.e., assessment, student work, pictures of charts, etc.). One artifact must be an **assessment** (deduction of 10 points if not included). The UWSP PEP lesson template is explored in class. Preservice teachers investigate and determine the contents of each section of the lesson plan. Investigative materials include but are not limited to: edTPA Handbooks and websites, edTPA information shared by Cathleen Olds and others, sample lesson plans, etc. **40 Points, Lesson Plan (section criteria determined by preservice teacher’s investigations) & 20 Point Lesson Presentation Rubric-Scale (pgs. 10-11).**

**Assignment 5 – Planning Commentary.** With a partner, preservice teachers collaborate on and write a planning commentary that explains their plans for the learning experience (Assignment 4). Your planning commentary should be no more than 9 single-spaced pages, including the prompts. Similar to investigating the sections of the lesson plan, the class collaborates to understand the sections of the planning commentary. **25 Points (section criteria assigned determined by preservice teacher’s investigations).**

**Assignments 3 – 5** will be shared in/uploaded to the D2L DISCUSSION AREA – Context for Learning, Lesson Plan, and Commentary.

## Professional Responsibilities

**Assignment 6 – Practicum.** Preservice teachers are responsible for finding a PreK-3<sup>rd</sup> learning environment where they can observe, support, and teach a reading lesson. The practicum is completed with a partner. This affords collaboration on learning, writing the commentary together, and planning/teaching a lesson. EACH PRESERVICE TEACHER NEEDS 10 HOURS FOR THIS COURSE.

**ASAP** provide the classroom teacher with the **15 Point InTASC Standard EC Practicum Rubric-Scale (p. 9).**

**Assignment 7 – Reflection.** Preservice teachers define their beliefs and examine their practices (i.e., aligning practices to beliefs, building knowledge base over time, etc.) based on evidence from various learning experiences and environments. Requirements: 1) 2 pages (includes references) 2) single-spaced, and 3) 2-3 citations/references in APA format. **20 Point 6-Traits Scoring Guide for Writing.**

## GRADING SCALE

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Assignments & Points	Grading Scale
	200 – 186 A
	185 – 178 A-
1. Learning Tracks.....60	177 – 170 B+
2. Teacher Toolkit.....20	169 – 155 B
3. Context for Learning..... N/A	154 – 147 B-
4. Lesson Plan.....40	146 – 139 C+
Lesson Presentation.....20	138 – 124 C
5. Planning Commentary.....25	123 – 116 C-
6. Practicum.....15	115 – 108 D+
7. Reflection.....20	107 – 93 D
8. Participation, Dispositions, Attendance (Points deducted, instructor’s discretion, refer to UG Advising Guide and Course Requirements)	92– 85 D-

## TENTATIVE SCHEDULE

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If we need to adjust the length of an activity (i.e., work time, finish creating a teacher resource, etc.), investigate a topic further or provide more time to share our lessons, etc. – please think . . . **tentative** schedule. MOST educators have a flexible, collaborative nature. If not, it caused unnecessary stress. Flexible, collaborative spirits allow EVERYONE to learn from each other and teach with intention – here, there, everywhere!

### WEEK 1: Course Overview

W – September 5      Requirements and assignments

### Readings and Assignments

Syllabus and UG Advising Guide

### WEEK 2: Understanding Yourself as a Teacher

M – September 10      Requirements and assignments (cont.)  
Literacy Continuum

W – September 12      Literacy Continuum (cont.)  
Teaching with intention

D2L 1: Interactive Read-Aloud (Fountas & Pinnell, 2017)  
Teaching with Intention (TWI)

**WEEK 3: Building a Love Learning and Reading Community**

M – September 17 Teaching with intention (cont.)

TWI: CH 1 & 2 Picture Perfect/Define Beliefs

W – September 19 Exploring strategies

TWI: CH 3 Environment

**WEEK 4: Building a Love Learning and Reading Community**

M – September 24 Exploring strategies (cont.)  
Building exciting learning communities  
Visit library

TWI: CH 4 Classroom Culture

W – September 26 Support and promote thinking

D2L 2: Modeling of Literate Behaviors (Parr & Campell, 2012)  
Assignment 3: Context for Learning (**start** gathering information)

**WEEK 5: Intentional Use of Language, Literacy, and Content**

M – October 1 Support and promote thinking (cont.)

TWI: CH 5 Teach for Understanding & Engagement

W – October 3 Continued

**Week 6: Preparing for Thoughtful Instruction**

M – October 8 Visiting Mrs. Herrmann, 1<sup>st</sup> year teacher

W – October 10 Designing Lessons

TWI: CH 6 Lesson Design

**Week 7: Preparing for Thoughtful Instruction**

M – October 15 Designing Lessons (cont.)

D2L 3: A World of Text for the Reading (Parr & Campbell, 2012)

W – October 17 Continued

**Week 8: Preparing for Thoughtful Instruction**

M – October 22 Ongoing assessment

TWI: CH 7 Assessment, Reflection & Next Steps

W – October 24 Continued

Lesson Plan Materials (edTPA Handbooks, Lesson Plan, Commentary)

**Week 9: Theory Meets Practice**

M – October 29 Designing Lessons/Inquiry-based learning

Lesson Plan Materials (Weeks 9 – 11)

W – October 31 Continued

D2L 4: Where theory meets practice (Parr & Campbell, 2012)

**Week 10: Theory Meets Practice**

M – November 5      Designing Lessons

W – November 7      Continued

**Week 11: Writing to be Read**

M – November 12      Purposeful Writing  
Reflection, Lesson & Commentary Drafts

D2L 5: Writing to be read (Parr & Campbell, 2012)

W- November 14      Reflection, Lesson & Commentary Drafts (cont.)

**Week 12: Literacy Assessments**

M – November 19      Understanding Student’s Reading Behaviors

D2L 6: Reading Behaviors (Pinnell & Fountas, 2

W – November 21      Continued

**WEEK 13: Shared and Performance Reading**

M – November 26      Poetry and Drama

W – November 28      Continued

**WEEK 14: Celebrations & Reflections**

M – December 3              Interactive Reading Lessons

Assignment 3: Context for Learning (✓ completed)  
Assignment 4: Lesson Plan  
Assignment 5: Planning Commentary

W – December 5              Interactive Reading Lessons (cont.)

**WEEK 15: Celebrations & Reflections**

M – December 10             Interactive Reading Lessons

Assignment 6: Practicum Evaluation

W – December 12             Interactive Reading Lessons (cont.)

Assignment 7: Reflection  
Assignment 1 & 2: Thinking Tracks/Binder (✓ points/completed)

## Materials used in this course

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- Allington, R. (2002). *The six T's of effective literacy instruction*. Retrieved from <http://www.readingrockets.org/article/six-ts-effective-elementary-literacy-instruction>. Allington's article was originally published in the June 2002 issue of Phi Delta Kappan as "What I've Learned About Effective Reading Instruction From a Decade of Studying Exemplary Elementary Classroom Teachers."
- Clay, M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.
- Fountas, I. & Pinnell, G. (2017). *Literacy continuum: A tool for assessment, planning, and teaching*. Portsmouth, NH: Heinemann.
- Harvey, S. & Daniels, H. (2009). *Comprehension and collaboration*. Portsmouth, NH: Heinemann.
- Howard, M. (2012). *Good to great teaching: Focusing on the literacy work that matters*. Portsmouth, NH: Heinemann.
- Hoyt, L. (2006). *Interactive read-alouds, Grades K-1: Linking standards, fluency, and comprehension*. Portsmouth, NH: Heinemann.
- Hoyt, L. (2006). *Interactive read-alouds, Grades 2-3: Linking standards, fluency, and comprehension*. Portsmouth, NH: Heinemann.
- Johnston, P. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.
- Owocki, G. (2010). *The RTI daily planning book, K-6*. Portsmouth, NH: Heinemann.
- Parr, M. & Campbell, T. (2012). *Balanced literacy essentials: Weaving theory into practice for successful instruction in reading, writing, and talk*. Portland, ME: Pembroke Publishers.
- Pinnell, G. & Fountas, I. (2009). *When readers struggle: Teaching that works, K-3*. Portsmouth, NH: Heinemann.
- Pioneer Valley Press Books (2018). *Leveled reading assessment: Welcome to the pioneer valley press books leveled reading assessment!* Retrieved from <https://www.pioneervalleybooks.com/assessment>
- Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.
- Serravallo, J. (2014). *The literacy teacher's playbook, grades K- 2: Four steps for turning assessment data into goal-directed instruction*. Portsmouth, NH: Heinemann.

## University Polices and Course Requirements

1. During class, **ELECTRONIC DEVICES ARE TO BE SILENCED & PUT AWAY.**
2. **PROFESSIONAL RESPONSIBILITY.** Late work, missing presentations, tardiness, absence in class, practicum and classroom group work difficulties, etc. are **dispositional matters** and will be reflected in **task disposition points** and overall course grade (instructor's discretion).
3. **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 personnel and faculty. All conversations and meetings are documented in the Dispositions Agreement signed by the teacher candidate upon acceptance into the SOE-PEP.
4. Learning how to **TEACH READING** requires that course participants **read** course materials **prior** to class sessions.
5. 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.
6. **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**— 5 – 10 points \*negotiable if only 1 absence
  - **2 absences**—10 – 15 more points
  - **3+ absences**—15+ more points, dispositions meeting
7. The **UWSP BILL of RIGHTS & RESPONSIBILITIES** 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>. If you have a disability and require classroom and/or exam accommodations, register with Disability Services Office and inform the instructor. ADA requires institutions to provide reasonable accommodations, see <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>,

**Preservice Teacher Signature** \_\_\_\_\_

I understand and agree to follow the above policies and requirements.



### University of Wisconsin-Stevens Point EC Practicum Rubric-Scale

For EDUC 309 reading methods course, preservice teachers need to complete at 10 hours of practicum during the 2018 Fall Semester. Preservice teachers must be on time, adhere to professional responsibilities, support classroom activities as directed by the teacher, and **teach one interactive reading lesson**. The following rubric-scale is based on the InTASC Standards, and similar to the student teaching scale used by cooperating teachers. Thank you for supporting our students, Dr. Cate

**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 all classroom activities and teaching of reading lesson.

InTASC Standard	Performance (P) Knowledge (K) Dispositions (D)	Observation/Comments
<p><b>S#4: Application of Content</b> 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><b>P:</b> The 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><b>0 1 2 3 4 5</b> <b>Comment:</b></p>
<p><b>S#8: Instructional Strategies</b> 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><b>P:</b> The teacher uses appropriate strategies and resources to adapt instruction to meet the individual and group needs of learners (8a).</p>	<p><b>0 1 2 3 4 5</b> <b>Comment:</b></p>
<p><b>S#10: Leadership and Collaboration</b> 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><b>K:</b> The teacher knows how to work with other adults and has developed skills in collaborative interaction (10n). <b>D:</b> The teacher reflects on professional practice and works toward continuous improvement and change (10t).</p>	<p><b>0 1 2 3 4 5</b> <b>Comment:</b></p>

**Practicum Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_ /15 Points

If you have any **questions or concerns** please do not hesitate to email [ccate@uwsp.edu](mailto: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.

**Lesson Presentation & Teacher Toolbox Rubric-Scale**

Directions: Partners will plan an interactive read aloud lesson, which they will teach in their practicum and in this course. This lesson is considered the FINAL for this course. Lessons are taught later in the practicum and the last two weeks in class. The focus of the lesson is on teaching standards 3, 4, 8, & 10. Partners will have approximately 20 minutes to teach a lesson. The lesson must be interactive, materials and activities the responsibility of the presenters, and so forth. Along with the instructor, partners will evaluate themselves and their partner. This FINAL lesson presentation is worth 20 points. The class will discuss the following standards and what the lesson will look, sound, and feel like. You will know exactly how to EARN points in each standard.

**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: \_\_\_\_\_ DATE: \_\_\_\_\_

FEEDBACK PROVIDED BY: \_\_\_\_\_ /20 POINTS

InTASC Standard	Performance (P) Knowledge (K) Dispositions (D)	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>K: The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals (3j). D: The 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 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 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>K: The teacher knows how to work with other adults and has developed skills in collaborative interaction (10n).  D: The teacher reflects on professional practice and works toward continuous improvement and change (10t).</p>	<p>0 1 2 3 4 5</p>