



EDUC 309/509: Methods and Materials for Teaching Reading II **2019 Fall Semester – ECE/ECSE (Section 3)**

Dr. Cate CPS 456

Office Hours W 11-12

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Monday 2-3:40 CPS 326

Wednesday 2-2:50 CPS 326

Course Overview

The purpose of this course is to examine beliefs, practices, and materials for teaching reading. Preservice teachers will build a more solid understanding of effective literacy and learning practices for young children through planning reading instruction (i.e., interactive read-alouds) and related assessments for peers and practicum. Course assignments will emphasize an optimal learning environment model and necessary learning conditions for preservice teachers to investigate teaching beliefs, aligning practices, and taking action in class and practicum. We will use this foundation to explore the edTPA, CCSS-ELA student standards, and differentiated instruction. Assignments and learning outcomes are based on InTASC Standards, specifically Standard 2 of Learning Differences and Instructional Practice Standards 6-8 (edTPA teaching-learning cycle).

Preservice teachers are expected to diligently follow the [SOE Teaching Dispositions](#) and [InTASC Teaching Standards](#) Critical Dispositions which “indicate the habits of professional action and moral commitments that underlie how teachers act in practice [and profession]” (2013, p. 6). These teaching dispositions outline traits that SOE faculty expect from preservice teachers and graduates. A growth mind-set is essential for continued success in our professional program. The National Council for Accreditation of Teacher Education (NCATE, 2008) 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).

Course Materials

Hoyt, L. (2017). *Interactive read-alouds: Linking standards, fluency, and comprehension*. (309 Reserves)

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

Essential Questions

1. How can I develop my teaching dispositions?
2. What kind of learning conditions are necessary for me to learn? (relate to future students)
3. How can I provide high-quality reading instruction for all students?

University Polices and Course Requirements

I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities. Please mark each box as we move through each policy/requirement. If you're unsure or have a question do not feel forced to check a box but talk with me privately.

I agree to:

- silence and put away all my electronic devices during 309 class and practicum.
- try and attend every class, contact the professor if absent, and find a friend that will share notes, handouts and go through the class discussion/activities that I missed.
- 309 attendance policy: 1 absence – no deductions. 2 absences – 5 points. 3 or more absences – instructor discretion (disposition matter). **No absences – bonus 5 points.**
- read required material prior to class. The instructor may provide a handout or post a piece on Canvas that is not shown on the schedule.
- review the Dispositions Agreement signed upon acceptance into the SOE-PEP (refer to UG Advising Guide) and continue to develop my teaching dispositions; understanding that dispositions not in accordance with the UWSP Teacher Candidate Dispositions are taken seriously and that my instructor is obligated to document and act on dispositions that affect the classroom learning environment (i.e., tardy/more than 3 absences, distracted looking at phone, talking/not listening to peers/instructor, rude comments, not prepared for class, etc.).
- complete a **proficient collaborator activity**, with my peers and instructor, to develop my collaborative skills – continuing to understand how my actions might affect the learning of others and myself.
- complete assignments on time but understand that an assignment completed no more than 1 week late can receive no more than 50% of the points possible.
- 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 a set of expectations developed for all students and instructors at <https://www.uwsp.edu/stuaffairs/Pages/default.aspx>
- recognize that 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>
- register with Disability Services Office if I need specific accommodations & inform the instructor of accommodations needed to be successful in this course
<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>

SIGNATURE: _____

In signing this page, I agree to do my best to follow the above requirements and policies. If issues arise during the semester, I will talk to my professor immediately.

Course Assignments

The InTASC Standards are extensive, listing many indicators – not intended to be a checklist but overlap and complete a bigger picture of teacher performance, knowledge, and dispositions. It’s about the teaching practice and not about the individual teacher. In order to develop your expertise, you must become knowledgeable about effective strategies, implement them, gather evidence of learner response to the strategy, reflect upon that evidence, and seek feedback, then make adjustments (InTASC Standards, 2013, p. 11-13).



The following 5 course assignments are embedded in the Professional Responsibility (9 & 10) and Instructional Practices Standards (6-8).

PROFESSIONAL RESPONSIBILITY

Learning Outcome: The preservice teacher will create and participate in a productive, safe learning environment to deepen their understanding of the teaching profession. To do this well and prepare for student teaching and their future classroom, preservice teachers engage in ongoing study, self-reflection, and collaboration (InTASC Standards 9 & 10).

1. TWI READ & TEACH

- Partners will be assigned a chapter to read & teach from Miller’s Teaching with Intention.
- Partners will set up a teacher workshop to include a chapter study guide, interactive teaching activities (i.e., visuals, video, etc.), and assign homework (i.e., chapter reading documentation prior to workshop) & specific materials (i.e., markers, scissors, etc.) necessary to participate.
- Workshops should be approximately 45-60 minutes in length. If more time is needed, please talk to the instructor. Please include brain-breaks and other fun ideas (i.e., field trips) that you’ve learned from other classes!
- Instructor approval required prior to TWI read & teach.
- Friends follow “proficient collaborator” dispositions agreed on by the class.
- TWI read & teach will be completed **BY Wednesday of Week 12 to earn 30 points.**

2. COLLABORATOR

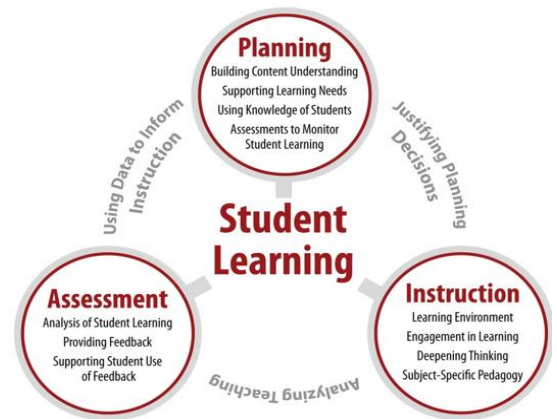
- The requirements for the proficient collaborator activity (last page) will be shared in class.
- Participate in the collaboration activity **ON Monday of week 2 & continue to effectively collaborate with peers and instructor throughout the semester.**
- On the back of the proficient collaborator activity (last page), write a brief reflection, supported by evidence, on how you developed/demonstrated collaboration dispositions **BY week 13 to earn 10 points.**

3. PRACTICUM REPORT

- A 10-hour practicum is required. Secure a practicum week 4-14 in a classroom or environment where you can practice interactive read aloud activities that are mindful of your student’s needs, interests, content, etc.
- A practicum report is scored and signed by the classroom teacher/supervisor and instructor. Scan/upload the report to your *teacher portfolio credentials* & provide a hard copy to the instructor **BY Wednesday of week 15 to earn 20 points.**

INSTRUCTIONAL PRACTICES

Learning outcomes: The preservice teacher will be able to understand and use multiple methods of assessment to engage learners in their own and guide their and learner’s decision-making (assessment), and 2) plan for whole, small, and one-on-one instruction that supports student in meeting rigorous learning goals by drawing on content areas, standards, knowledge of learners, and the community and, 3) understand and use a variety of instructional strategies to encourage learners to develop a [deeper] understanding of [content and] content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC Standards 6-8).



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

4. INTERACTIVE READ ALOUD (IRA) LESSON

- Plan and teach 3 or more IRA lessons in your practicum. Use **Hoyt’s Interactive Read-Alouds** resource (in 309 library reserves). The instructor will provide the online code
- Review the *What Do I Need to Think About* section in the *edTPA Early Childhood Assessment Handbook*, page 9.
- Review the performance, essential knowledge & critical dispositions of InTASC Standard 7: Planning. Select a teaching element, that best supports your practice, and place it in the evidence section. Think about its relation to the rubric criteria.
- Complete sharing your IRA activity **BY Wednesday of Week 7 to earn 15 points.**

Assignment points	Grading Scale
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1. TWI read & teach.....	30	96-100	A
2. Collaborator.....	10	94-95	A-
3. Practicum report.....	20	92-93	B+
4. IRA lesson.....	15	88-91	B
5. Lesson & Commentary.....	25	86-87	B-
Final Presentation (see #5 Lesson)		84-85	C+
		81-83	C
		79-80	C-

Tentative schedule

- Supplemental readings, resources and material are either in Canvas or library reserves. I will let you know what and where when the time comes.
- Chapter readings and all other required readings are due on Monday and assignments on Wednesday.

Week	Topics & Activities	Assignments
Week 1 Wednesday, September 4 th	Course overview	
Week 2 Monday, September 9 th Wednesday, September 11 th	Course overview and practicum Collaborator activities TWI Workshop	Complete university policies and course requirements & Proficient Collaborator handout.
Week 3 Monday, September 16 th Wednesday, September 18 th	Literacy continuum Balanced reading program TWI Workshop	
Week 4 Monday, September 23 rd Wednesday, September 25 th	Ideal classroom Interactive read aloud (IRA) workshop	#1. TWI – Ch 1 Read & Teach
Week 5 Monday, September 30 th Wednesday, October 2 nd	Define beliefs/align practice IRA lessons	TWI – Ch 2 Read & Teach
Week 6 Monday, October 7 th Wednesday, October 9 th	Environment IRA lessons	TWI – Ch 3 Read & Teach
Week 7 Monday, October 14 th Wednesday, October 16 th	Promote student thinking IRA lessons (if needed) Writing to learn	TWI – Ch 4 Read & Teach #4. IRA lesson
Week 8 Monday, October 21 st Wednesday, October 23 rd	Teach for understanding and engagement Writing to learn (continued)	TWI – Ch 5 Read & Teach
Week 9 Monday, October 28 th Wednesday, October 30 th	Lesson design Active literacy lessons	TWI – Ch 6 Read & Teach

Week 10 Monday, November 4 th Wednesday, November 6 th	Lesson design Active literacy lessons	TWI – Ch 6 Read & Teach
Week 11 Monday, November 11 th Wednesday, November 13 th	Assessment	TWI – Ch 7 Read & Teach
Week 12 Monday, November 18 th Wednesday, November 20 th	Thoughtful teacher and power of conferring Shared/Performance reading workshop	TWI – Ch 8 Read & Teach
Week 13 Monday, November 25 th Wednesday, November 27 th	Shared/Performance reading activity (continued) edTPA lesson and commentary workshop	#2. Collaborator reflection
Week 14 Monday, December 2 nd Wednesday, December 4 th	edTPA lesson and commentary workshop Final presentations	
Week 15 Monday, December 9 th Wednesday, December 11 th	edTPA lesson and commentary workshop Final presentations	#3. Practicum report #5. edTPA lesson and commentary
Week 16	Final presentations	

Resources

Clay, M. (2013). *An observation survey of early literacy achievement* (3rd 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.

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. (2014). *The literacy teacher's playbook, grades K- 2: Four steps for turning assessment data into goal-directed instruction*. Portsmouth, NH: Heinemann.

Proficient Collaborator	
Strategy	Examples of how it might look, sound, or feel?
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

Harvey, S. & Daniels, H. (2015). Comprehension & collaboration: Inquiry circles for curiosity, engagement, and understanding. Portsmouth, NH: Heinemann.