Workshop in Education - 1 credit (8W3)
FoRT Alternate Pathway Portfolio
Fall - 2nd Half of the Semester

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Using this document

This document was developed using Styles for both navigation and Accessibility reasons. An easy way to navigate this document is to turn on the Navigation Pane. To turn on the Navigation Pane in Word, click View and check the box next to Navigation Pane, then click the heading of the section you wish to view to navigate directly to that section.

*You may have to download the document to the desktop Word App for this to function properly.

Course Information

General Information

In 2019, Wisconsin Act 44 provided an alternate plan for Special Education licensure. The path replaces a passing score for the Foundations of Reading Test (FoRT) with a portfolio, aligned to a DPI-Approved Rubric. The work completed for this class allows pre-service teachers focusing on Special Education to demonstrate proficiency in the area of foundational reading skills.

A majority of the coursework included in the portfolio creation utilizes previously completed assignments submitted for a course of study - EDUC 302 & 309; EDUC 718 & 715; or EDUC 747. This includes lesson plans, artifacts, and reflections. Students will supplement this work with additional text, such as introductions, explanations, and reflections to provide evidence of how each proficiency standard is met.

After completing the assignment for "Your Personalized Due Dates," the course is divided into four modules that may be completed in any order based on each student's path through the reading coursework.

        Module 1: Class Launch
        Module 2: Lesson Plans
        Module 3: Foundations of Reading Case Study
        Module 4: Coaching Documentation and Reflections
        Module 5: Submitting the Completed DPI-Approved Rubric

The modules **are not** listed in the expected order of completion. Because each student in this class could be at a different place during the coursework, specific due dates are not set for the assignments. Instead, students will create their own personalized due dates to track their progress. It is important that students use a calendar or other system to keep track of assignments and due dates since due dates will not be posted for students.

Instructor Information

Instructor Name: Jenny Holmgren
Office Location: virtual
Office Hours: see updates posted in Canvas (appointments also available by request)
Email: jholmgre@uwsp.edu

Expected Instructor Response Times

o   I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours, please resend your email.
o   I will attempt to grade written work within 72 hours.

Communicate with your Instructor

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Textbook & Course Materials (Bibliography)

Required Text: Texts used in previous courses; reliable and valid diagnostic assessment tools, such as CORE Reading Assessments.

Course Learning Outcomes

To satisfy DPI's requirements for the alternative pathway to demonstrate proficiency in the area of reading:

1. Demonstrate competence in the Foundations of Reading - phonemic awareness, phonics, fluency vocabulary, and reading comprehension by providing a reflective portfolio of work
2. Develop a case study that details the experience of assessing a student's current reading ability, analyzing the gathered data, and organize an individualized learning plan to further develop the student's reading skills.
3. Reflect on instructional practices through feedback and coaching from an individual who is an expert of reading instruction with the goal of improving the effectiveness of their reading instructional practices.

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to log in to the course from the Canvas Login Page. The instructor will be available via Zoom and email for support. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Attendance

This class does not rely on attendance. Instead, your participation will be demonstrated by the completion of your work in a timely manner. Use your "Personalized Due Dates" document as a guide, leaving adequate time during the final weeks to revise final assignments, update links on the rubric, and ensure the completion of a quality portfolio that demonstrates proficiency. Students are encouraged to submit work ahead of intended due dates if the work is already done. Be aware that students choosing to complete work "at the last minute" should not expect detailed feedback to help improve the quality of their portfolio.

Topic Outline/Schedule

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

Assignment Outline

Module 1: Class Launch			
Assignments	**Brief Description**	**Points**	**LO#**
Your Personalized Due Dates	As the old saying goes, "Failing to plan means planning to fail." Out of respect for the sequence of your reading courses and your time, you have the opportunity to set your own due dates. Let's make sure you begin with the end in mind and set some personalized due dates. Students on pace will submit 50-60 points for the first two due dates. Students can use this personalized plan to monitor the timeliness of work submission.	10	1

Module 2: Lesson Plans and Reflections			
Assignment	**Brief Description**	**Points**	**LO#**
Phonological Awareness Lesson Plan	Provide one separate lesson for each component that demonstrates your understanding of it and synthesizes the impact it has on reading instruction and learning. Artifacts will also include an introduction and reflection for each component to demonstrate content and pedagogical knowledge.	10	1
Phonics Lesson Plan		10	1
Fluency Lesson Plan		10	1
Vocabulary Lesson Plan		10	1
Comprehension Lesson Plan		10	1

Module 3: Foundations of Reading Case Study			
Assignment	**Brief Description**	**Points**	**LO#**
Phonological Awareness Diagnostic Tool	All pre-service teachers enrolled in this course should have completed coursework to prepare for these submissions. Content and pedagogical knowledge will be demonstrated by explaining how the diagnostic tool was utilized, providing a summary of the administration experience, and reflecting on the selected student's strengths and instructional needs. This will be done in separate assignments for each component.	10	2
Phonics Diagnostic Tool		10	2
Fluency Diagnostic Tool		10	2
Vocabulary Diagnostic Tool		10	2
Comprehension Diagnostic Tool		10	2
Case Study Data Analysis and Recommendations	After administering the five reading assessment tools, pre-service teachers will analyze the data and provide at least three lessons to build an individualized learning plan for the selected student.	10	3

Module 4: Coaching Documentation and Reflections			
Assignment	**Brief Description**	**Points**	**LO#**
Documentation of Feedback and Coaching	Use this assignment to attach your completed "Documentation of Coaching and Feedback" form to document the three required coaching and feedback sessions. The student will demonstrate reflective practices based on the experience and coaching feedback.	10	4

Module 5: Submitting the Completed DPI-Approved Rubric			
Assignment	*Brief Description*	*Points*	*LO#*
Submitting the DPI-Approved Rubric	Students will use this DPI-approved rubric to list specific artifacts and electronic links to the artifacts used to demonstrate proficiency.	10	4

Student Expectations

In this course you will be expected to complete the following types of tasks.
- refer to the DPI-Approved Rubric for the portfolio expectations
- communicate with the instructor when there are questions/concerns
- download and upload documents to the LMS
- follow directions posted for assignments
- view online videos
- upload documents to Canvas to submit an assignment

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted based on each student's established personal due dates unless special permission is requested *before the due date*. Extensions may not be given.

Scoring for Assignments

Assignment expectations and learning resources are provided for all assignments. Students are expected to consult and check these resources in order to submit quality work. Each time an assignment is returned for revision due to inadequate work, one point will be deducted from the available points. In other words, if a 10-point assignment is returned two times, the student will only earn 8 points for the assignment.

Late Work Policy

Any late work must have prior instructor approval. Even if the work is not scored, it must be completed in order to meet expectations listed on the DPI-approved portfolio rubric.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%

B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
F	Below 60%

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Technology

Canvas Support

Click on the **Help** button in the global (left) navigation menu and note the

options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	**Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	**Search**ing the **Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - Webcam (if attending virtual office hours)
  - Microphone (if attending virtual office hours)
  - a stable internet connection (don't rely on cellular)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.
- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: techhelp@uwsp.edu

Other Policies

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

    (a) Seeks to claim credit for the work or efforts of another without authorization or citation;

    (b) Uses unauthorized materials or fabricated data in any academic exercise;

    (c) Forges or falsifies academic documents or records;

    (d) Intentionally impedes or damages the academic work of others;

    (e) Engages in conduct aimed at making false representation of a student's academic performance; or

    (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

- In the event of **a tornado warning**, **proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

- In the event of **a fire alarm**, **evacuate the building** in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.

- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

- See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point."

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the
Disability and Assistive Technology Center.

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for [insert class name] are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Inclusivity Statement

(Examples found here. Sample below from Lynn Hernandez, Brown University)
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.
You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.

- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.