

EDUC 302: Methods and Materials for Teaching Reading I

Fall
Semester 2017

Course Information

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CPS 456 Office Hours: Tuesday by appointment & Wednesdays 11-12

Section 3: 8:00 – 9:15 M & W (CPS 210)

Section 1: 9:30 – 10:45 M & W (HEC 146)

Section 2: 12:30 – 1:45 M & W (CPS 228)

The brain remembers what the heart cares about. ~Hobbs

Course Description

This course introduces preservice teachers to teaching literacy in a sustainable, responsive manner by exploring best practice for students in the elementary grades and beyond. In the context of meaningful literacy activities, this course satisfies the state mandate for phonics instruction. The required practicum, **Week 5 – Week 14**, provides an opportunity to apply and adjust growing knowledge of literacy instruction. In a guided reading format, preservice teachers plan, teach, and assess 1-3 students. Signing up for the practicum experience, **with a partner**, is encouraged. In addition to class sessions (M & W) and the required practicum, preservice teachers attend Foundations of Reading Test (FoRT) Lab sessions. Course learning outcomes are framed in the **InTASC** Standards and Danielson's Framework for Teaching (DFFT)—a recognized protocol that evaluates classroom teachers across the nation (see Correlation between InTASC Standards & DFFT, p. 3). The **edTPA** student teaching assessment is based on DFFT. With evidence from their practicum experience, preservice teachers complete sections 1 and 2 of the edTPA Planning Commentary.

Teaching is an honorable profession and those pursuing a career in education are held to high standards. Therefore, preservice teachers are expected to act in a professional manner in this course, all courses, practicums, university/school events, and so forth. The **302 Dispositions** (Appendix B) are based on UWSP's SOE-PEP Teacher Candidate Dispositions. These dispositions provide a professional lens to support pre-teaching behaviors. This dispositions document is signed at the beginning of the semester and reviewed throughout the semester.

FoRT Lab

Attending FoRT Lab sessions is a required component. Lab facilitators provide participants with FoRT preparation activities related to EDUC 302 content. Participants purchase Yaeger's *Foundations of Reading Study Guide* and attend lab sessions **Week 4 – Week 13**. Participants respectfully engage with the lab instructor and peers at all times. A Code of Conduct is signed at the first lab session. The code of conduct outlines specific professional dispositions and requirements for a successful lab experience.

Textbooks

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

Rental

Cate, C. Fernholz, L. & Armstrong, J. (Eds.). (2017). *Absolutely not another reading test study guide: Cultivating knowledge of responsive literacy practices to get ready to TEACH and pass the FoRT*. Iola, WI: BA Diggers, LLC. **Required**

Richardson, J. (2016). *The next step looking forward in guided reading: An assess-decide-guide framework for supporting every reader, grades K-8*. New York, NY: Scholastic. **Recommended**

Course/University Policies

If **ABSENT** the preservice teacher is required to: 1) Email or call the professor prior to missing a class, 2) Find a friend (ahead of time) willing to take notes of announcements/course content and grab handouts, and 3) Communicate with the instructor before/after class or during office hours regarding the missed assignments and class content. **LATE WORK** points (instructor's discretion) are deducted for assignments not turned in the next scheduled class after an absence.

- **1 absence**—0 points
- **2 absences**—5-9 points deducted
- **3 absences**—10-15 points deducted
- **3+ absences**—dispositions meeting, points deducted (instructor's discretion)

Points deducted for absences are based on individual circumstances. If there is an unforeseen event (i.e., funeral), formal documentation is required. Students must **RECEIVE a C-** or better in this course (see Teacher Certification and Academic Standards)—failure to earn a C- or higher will result in repeating this course. The instructor is obligated to notify the SOE Head and faculty if there is a concern with a preservice teacher's **TEACHING DISPOSITIONS** (Appendix B). Concerns are documented on the student dispositions agreement form that was signed when a student was accepted into the SOE-PEP.

Learning how to teach **READING** requires that preservice teachers **READ** course materials **PRIOR** to class sessions; complete all individual/group assignments on time; engage in respectful conversations, and **ELECTRONIC DEVICES** turned off during class.

The **UWSP BILL of RIGHTS & RESPONSIBILITIES** is a set of expectations developed for all students and instructors (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>). Policies regarding academic misconduct can be assessed 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 the Disability Services Office and contact the instructor at the beginning of the course (<http://www4.uwsp.edu/special/disability/>). **ADA** requires educational institutions to provide reasonable accommodations for students with disabilities (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>).

Required Tasks 1-10

To better understand the complexity of teaching, learning outcomes and objectives are situated in DFFT 4 Domains of: (1) planning & preparation, (2) classroom environment, (3) instruction, and (4) professional responsibilities. The *learning outcomes* describe what preservice teachers should accomplish by the end of this course. The *learning objectives* provide the bridge, through professional conversation and application, to better understand the complexity of teaching. Each teaching domain contains required course tasks.

[Correlation between InTASC Standards & DFFT](#)

Domain 1: Planning & Preparation

Learning Outcomes:

1-Learner Development. The preservice teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and plans developmentally appropriate and challenging learning experiences.

6-Assessment. The preservice teacher understands and uses multiple methods of assessment to engage learners in monitoring their own growth, document learner's progress, and guide instruction decisions.

7-Planning for Instruction. The preservice teacher plans instruction to support learners in meeting rigorous learning goals; drawing upon knowledge of learners and their families, community, content, and effective pedagogical practices.

Learning Objective:

Preservice teachers collaborate in whole and small group, and with a partner to plan responsive, targeted literacy instruction for their practicum student(s)—as measured by the guided reading lessons (#1), planning evidence (#2), and planning commentary (#3).

Task 1 & 2: Bring to every class, once practicum begins

Tasks 1-3 may be completed with a partner

*Points/Criteria decided on as a group

- 1. Guided Reading (GR) Lessons.** Plan for, teach, and share out a minimum of 4 guided reading lessons. GR lesson templates are located in D2L, Richardson's website and book (302 Reserve). The planning evidence supports preparing for the guided reading lessons. ***20 points**
- 2. Planning Evidence.** Evidence of planning includes: **1)** Conference Form (Appendix D in CH 4 of *Absolutely Not*), **2)** student work samples, and **3)** minimum of 3 literacy assessments (D2L resources, course texts/materials, and/or materials provided by practicum teacher). The Conference Form includes all practicum teaching dates

(explanation if a practicum is missed-school closing, field trip, etc.), teaching observations, and ideas for next steps of instruction (based on evidence). To earn 20 points, all **evidence of planning** includes 1-3 above. **20 points**

- 3. Planning Commentary.** Using the information from Tasks 1 & 2, the commentary has a professional yet personal flare. The commentary sums up the practicum teaching experience. Writing the commentary also includes *accurately* citing resources/theory within the text and reference section. This type of initial writing practice is similar to writing within the elementary edTPA planning commentary; however, there are two major differences: 1) only sections 1 & 2 are completed, and 2) this planning commentary focuses on 1-3 students. ***20 points**

Domain 2: Classroom Environment

Learning Outcomes:

2-Learning Differences. The preservice teacher uses an understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments.

3-Learning Environment. The preservice teacher works with others to create environments that support individual and collaborative learning that encourages positive social interaction, active engagement in learning.

10-Leadership and Collaboration. The preservice teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, collaborating with learners, families, colleagues, educators (i.e., instructors), peers, and community members to ensure growth in their learning and students' learning, and to advance the profession.

Learning Objective:

Preservice teachers collaborate, cultivating a responsive classroom environment for themselves, others, and future classrooms—as measured by the collaboration, comprehension, and/or inquiry lessons (#4) and 302 teaching dispositions (#5).

- 4. Collaboration, Comprehension & Inquiry (CCI) Lessons.** Preservice teachers work in groups, sharing lessons based on: collaboration, comprehension, and inquiry. The instructor provides the lessons (*Comprehension & Collaboration* by Harvey & Daniels, 2015) and models them within course content. Groups will have work time to prepare/modify their lessons. Points earned through **full (preparation/teaching)** participation. There is nothing to hand in. **15 points**
- 5. EDUC 302 Teaching Dispositions.** Preservice teachers should be serious about the teaching profession. A person's dispositions are most recognized through their character and behaviors in class, school buildings, and community. It is vital that preservice teachers are aware of and continue to develop their teaching dispositions (e.g., communication, attitude, maturity, etc.). The professional dispositions (Appendix B) for this course are aligned to the SOE-PEP Dispositions. Preservice teachers sign this document and revisit it throughout the semester (for more information, see pgs. 1 & 2).

Domain 3: Instruction

Learning Outcomes:

4-Content Knowledge. The preservice teacher understands the central concepts, tools of inquiry, and structures of literacy he/she teaches and creates learning experiences that make the literacy accessible and meaningful for learners.

5-Application of Content. The preservice teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity & collaborative problem solving related to authentic local/global issues.

8-Instructional Strategies. The preservice teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of literacy and content in meaningful ways.

Learning Objective:

Preservice teachers track their growing understanding of effective literacy and learning practices from professional teaching resources, classroom discussions and demonstrations, practicum experiences, teaching videos, and so forth to plan and teach—as measured by chapter and weekly class notes (#6), practicum and course evaluations (#7 & #8).

***Points/Criteria decided on as a group**

6. **Chapter & Weekly Notes.** *While* reading the assigned 10 chapters in *Absolutely Not*, fill in the 3-column organizer at the end of each chapter. The instructor will check **Chapter Notes** at the beginning of class. These notes will help you participate in class discussions. Yes, we decide on the content of these notes, however the instructor has 2 basic requirements: 1) to receive 5 points for chapter notes, attendance in class is mandatory, and 2) include page numbers when citing what you learned (first column). What about **Weekly Notes**? Preservice teachers actively take notes during **every** class. ***50 points**
7. **Practicum Evaluation.** Week 5 – Week 14 preservice teachers are involved in planning for and teaching 1-3 students within a guided reading structure. Preservice teachers are encouraged to sign up with a partner and complete Tasks 1-3. **However, each preservice teacher** is responsible to provide a copy of the Practicum Evaluation Form (Appendix A) to the classroom teacher (you are scored individually). Preservice teachers contact their teacher as soon as possible (BEFORE week 4), meets/observes the teacher and students in week 4, and begins the practicum week 5. **15 points**
8. **Course Evaluation.** Points are not received for your **Course Evaluation** but potentially deducted. The instructor uses the Practicum Evaluation Form (Appendix A) to assess a preservice teacher’s planning, instruction (InTASC 6 &7), and professional dispositions (InTASC 9) in class.

Domain 4: Professional Responsibilities

Learning Outcome:

3-Learning Environment. The preservice teacher works with others to create environments that support individual and collaborative learning; encourage positive social interaction, active engagement in learning, and self-motivation.

9-Professional Learning and Ethical Practice. The preservice 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 work with others to create supportive, respectful teaching and learning environments, display positive dispositions during and toward *all* learning opportunities in this course, and continue to evaluate their choices and actions on others—as measured by the Fort Lab sessions (#9), quizzes (#10), professional dispositions (#5), and course evaluation (#8).

9. Learning Opportunity 1: FoRT Lab. Preservice teachers attend lab sessions to develop and hone their test-taking skills. In the lab environment, professional responsibilities include participating respectfully and embracing a growth mindset. The basic requirements include:

- Sign the Code of Conduct
- Purchase Yaeger’s Study Guide
- Attend 10 lab sessions week 4-13, 1 hour per week/2 points per session **20 points**

10. Learning Opportunity 2: Quizzes. Preservice teachers take 2 quizzes based on EDUC 302 and FoRT content. Quizzes are completed on a computer, same format as the FoRT. Wisconsin DPI requires that teaching candidates pass the FoRT in order to receive an educator license in Wisconsin.

- Quiz 1: Monday, November 30 – Partner **20 points**
- Quiz 2: Monday, December 4 – Individual **20 points**

Grading Scale

Required Tasks	Points	Grade
Planning & Preparation	60	200-186 A
(1) GR Lessons-20		185-178 A-
(2) Planning Evidence-20		177-170 B+
(3) Planning Commentary-20		169-155 B
Classroom Management	15	154-147 B-
(4) CCI Lessons-15		146-139 C+
(5) Dispositions		138-124 C
Instruction	65	123-116 C-
(6) Chapter & Class Notes -50		115-108 D+
(7) Practicum Evaluation-15		107-93 D
(8) Course Evaluation		92-85 D-
Professional Responsibilities	60	
(9) FoRT Lab-20		
(10) Quizzes-40		



Tentative Schedule

WEEK	COURSE ACTIVITIES	TEACHER-LEARNER RESPONSIBILITIES
WEEK 1 W-September 6	Course Overview Syllabus, assignments & practicum	Syllabus (D2L)
WEEK 2: M-Sept. 11 W-Sept. 13	Community of Learners Syllabus, assignments & practicum (cont.) Learning conditions Theory & practice	Safe Environment Form (D2L) Cambourne (D2L) CH 1: Mindful Matters
WEEK 3: M-Sept. 18 W-Sept. 20	Responsive Education Fostering inclusive environments Fostering inclusive environments (cont.) •Equity vs. Equality •Differentiated Instruction	CH 2: Responsive Education (6)

WEEK 4: M-Sept. 25 W-Sept. 27	Intentional Teacher Effective teacher of literacy Effective teacher of literacy (cont.) •Teacher qualities, GRR model, T-L cycle, etc.	Reminder: FoRT Lab Sessions Begin (9) CH 3: The Teacher I Want (Need) to Bee (6)
WEEK 5: M-Oct. 2 W-Oct. 4	Fostering Comprehension Effective teacher of literacy (cont.) Comprehension Instruction •Strategy instruction, motivation, etc.	Reminder: Practicum Begins CH 9: Caring for Comprehension (6)
WEEK 6: M-Oct. 9 W-Oct. 11	Literacy Development Emergent learners Emergent learners (cont.) •Phonological awareness	CH 4: Emergent Writer-Reader (6) CH 7: Weeding Words (6)
WEEK 7: M-Oct. 16 W-Oct. 18	Literacy Development Emergent learners (cont.) Emergent learners (cont.) •Running Records and Writing Observations	
Week 8: M-Oct. 23 W-Oct. 25	Literacy Development-Early to Fluent Early learners •Phonics (also refer to CH 7) Transitional to fluent Learners •Word analysis, vocabulary, etc. (also refer to CH 7) •CH 5 & 6 (continue chapter discussions, Wed. Nov 1 st)	CH 5: Early Reader-Writer (6) CH 6: Transitioning to Fluent Reader-Writer (6)
Week 9: M-Oct. 30 W-Nov. 1	Literacy Development-Early to Fluent Quiz 1 • 8-9:15 (Section 3): CPS 107 • 9:30-10:45 (Section 1): CPS 107 • 12:30-1:45 (Section 2): CCC 307 Assessment: Beliefs and practices •Formative and summative	Quiz 1 (10) CH 9: Digging Assessment (6)

Week 10: M-Nov. 6 W-Nov. 8	Assessment Beliefs and practices (cont.) Beliefs and practices (cont.)	Benchmark Form (D2L)
Week 11: M-Nov. 13 W-Nov. 15	Professional Development Framework for supporting every reader Revisit GR Lessons Planning Commentary Draft	Jan Richardson Workshop: Time & Place TBA Planning Commentary-Clean Draft Peer/Instructor (3)
Week 12: M-Nov. 20 W-Nov. 22	Bridging Fluency & Comprehension Fluency strategies & assessment Fluency strategies & assessment (cont.)	CH 8: Fertile Fluency Practices (6)
Week 13: M-Nov. 27 W-Nov. 29	Application & Collaboration Open response Open response (cont.)	CH 11: Grazing on the Open Response (6) Planning Commentary (3)
WEEK 14: M-Dec. 4 W-Dec. 6	Application & Celebration Quiz 2 <ul style="list-style-type: none"> • 8-9:15 (Section 3): CPS 107 • 9:30-10:45 (Section 1): CPS 107 • 12:30-1:45 (Section 2): CCC 307 Ketchup & Mustard	Quiz 2 (10) CCI Lessons Completed (4)
WEEK 15: M-Dec. 11 W-Dec. 13	Celebration, Reflection & Portfolio Conferences Conferences (Continued)	Portfolio Requirements: Finalized GR Lessons, Planning Evidence, Commentary (1-3) & Practicum Evaluation (7) *Bring hard copies & have these pieces uploaded to teaching portfolio Dispositions (5) ; Course Evaluation (8) ; FoRT Lab Points (9)





**College of Professional Studies
University of Wisconsin - Stevens Point**

**ED 302 Practicum Evaluation
(Task 7 & 8)**

Preservice Teacher Directions:

When you start your practicum, make a copy of this form for your practicum teacher. If the teacher wishes, this form may be placed in a sealed envelope and returned to me. **This form is due Week 15 (during scheduled conferences) and uploaded to the credentials area in your portfolio.** The instructor also uses this form to evaluate your planning, use of evidence (assessment), and professional dispositions.

Assessment Scale: In the 3 InTASC Standards, please rate the preservice teacher' practicum performance.

5 = Excellent 4 = Good 3 = Adequate 2 = Fair 1 = Poor N/A = Not applicable to situation

InTASC Standard/ <u>edTPA</u> Rubric	Performance (P) Knowledge (K) Dispositions (D) & Assessment Scale
<p>InTASC #6: Assessment The preservice teacher is [developing an understanding] of assessment to engage learners in their own growth, to monitor learner progress, and to guide their/student's decision-making. <i>Correlates to <u>edTPA</u> Rubric 15: Using Assessment to Inform Instruction</i></p>	<p>P: The preservice teacher [is developing an understanding of how] formative assessment supports instruction/student learning (6a).</p> <p>K: The preservice teacher understands the difference between formative and summative assessments and knows how/when to use them (6j).</p> <p>D: The preservice teacher is [developing an understanding of how] to engage learners in the assessment process (6q). [Focus: UWSP Disposition of Creative and Critical Thinking]</p> <p>The preservice teacher effectively planned instruction, based on formative assessments shared in class/from teacher. 5 4 3 2 1</p>

<p>InTASC #7: Planning Instruction The preservice teacher plans instruction that supports [their] student in meeting learning goals [and literacy skills, drawing on their knowledge and experiences. <i>Correlates to edTPA Rubric 3: Using Knowledge of Students to Plan</i></p>	<p>P: The preservice teacher creates learning experiences that are appropriate for learner (7a). K: The preservice teacher [is developing and understanding of literacy instruction] that aligns with [learner's needs] and content standards (7g). D: The preservice teacher respects learners' diverse strengths and needs and plans effective instruction (7n). [Focus: UWSP Disposition of Perseverance for Excellence]</p> <p>The preservice teacher plans and implements appropriate instruction, using class resources and teacher suggestions, based on the needs of their student(s). 5 4 3 2 1</p>
<p>InTASC #9: Professional & Ethical The preservice teacher engages in professional behavior [dispositions] and uses evidence to continually evaluate his/her practice, based on the needs of learners. <i>Correlates to Rubric 10: Analyzing Teaching Effectiveness</i></p>	<p>P: The preservice teacher actively [and respectfully] seeks professional feedback [from classroom teacher, instructor, and peers] (9a). K: The preservice teacher is [understanding the value of] self-assessment and problem-solving strategies to reflect on their practice [to make] adjustments (9g). D: The preservice teacher sees themselves as a learner, continuously seeking opportunities to reflect and improve practice (9n). [Focus: UWSP Disposition of Professionalism in Teaching]</p> <p>The preservice teacher seeks feedback and suggestions from peers, classroom teacher, and instructor. They use feedback to evaluate practice and meet needs of their student. The preservice teacher is respectful, honest, and dependable (e.g., emails when absent, pays attention to teacher & in class, is a proficient collaborator, etc.). 5 4 3 2 1</p>

Feedback/suggestions:

Classroom Teacher Signature: _____ Date: _____ Practicum Points _____/15

Dear classroom teacher, you may wish to put this form in a sealed envelope and hand it to the practicum student. If so, please let me know that you have done so, through email (ccate@uwsp.edu) or in person.

Appendix B: 302 Professional Dispositions

EDUC 302 Professional Dispositions			
<p>In signing this contract I am willing to work towards, discuss, and review the following professional dispositions during class sessions and if necessary, independently with Professor Cate.</p> <p>Signature: _____ Date: _____</p> <p style="text-align: center;">Strong Evidence - Clearly exhibits a pattern of behavior that indicates that he/she possesses this characteristic. Developing Evidence - Exhibits a pattern of behavior that provides some evidence that he/she possesses this characteristic. Concerning Evidence - Exhibits a pattern of behavior inconsistent with this characteristic</p>			
DISPOSITION	CONCERNING	DEVELOPING	STRONG
Cares about the social, emotional & academic needs of others	Displays obliviousness about, or reluctance toward meeting the needs of others	Positive attitude toward meeting the needs of others	Very enthusiastic and positive attitude towards life, learning, etc.
Oral Communication	Needs to work on listening and providing feedback	Listens and provides feedback	Actively listens and thoughtfully responds to others
Reliability and Thoroughness	Habitually ignores obligations, course requirements, misses deadline	Reliable in meeting obligations and deadlines	Very reliable in meeting obligations and deadlines
Emotional Maturity & Ability to Collaborate	Impolite, negative, or condescending demeanor towards others	Positive attitude and professionally interacts with others	Very positive attitude and professionally interacts with everyone!
Attitude Toward Responsibility & Adaptability	Becomes defensive or difficult time with constructive feedback; unable to adapt	Accepts constructive feedback; takes responsibility for own actions & decisions	Embrace/seek constructive feedback; takes responsibility for own actions/decisions
Honesty & Fairness	Demonstrates prejudice or dishonesty	Treats others fairly	Demonstrates strong ethical fiber and sense of fairness
Professional Teaching Commitment	Indifference toward, or dismissive of, the need for professional excellence	Displays commitment to improving excellence in the teaching profession	Displays strong commitment to excellence in the teaching profession

The dispositions for this course are in conjunction with UWSP Professional Dispositions of UW-Stevens Point Teacher Candidates: Statement of Dispositions that can be viewed at <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>