EDUC 302: Methods and Materials for Teaching Reading I

The brain remembers what the heart cares about. ~Hobbs

Course Information

Instructor: Dr. Fernholz
Email: lfernhol@uwsp.edu
Phone: 608.385.1175 (c)
Office (CPS 454) Hours: Tuesday & Thursday 12:00 – 1:45 or by appointment

Section 3: Tuesdays 5:00 – 7:30 CPS 228

Course Description

This course introduces preservice teachers to a continuum of literacy learning and environment that addresses students' talents, needs, life experiences, and cultural backgrounds. This course satisfies the state mandate for phonics through strategies that are embedded in meaningful contexts. For the required "partner" practicum experience, preservice teachers will have the opportunity to assess, plan, and teach an elementary student 2 days a week (weeks 4-14). Depending on the grade level of your student, the time varies from 20 to 45 minutes. Every practicum is unique, depending on the grade of a student, their literacy needs, and classroom teacher's expectations. Always, preservice teachers are expected to act in a professional manner. As a guest in any classroom, how a preservice teacher prepares for and adjusts to experiences (usually out of their hands) depends on a growth mindset! **UWSP PEP Teacher Candidate Dispositions** and the EDUC 302 Dispositions provide a continuum of essential teaching profession behaviors (Appendix F). **Course assignments** are aligned to effective, responsive literacy practices and are intentionally situated within Danielson's Framework for Teaching (DFFT). Aligned to the Interstate New Teachers Assessment and Support Consortium (**INTASC**) standards, DFFT is a recognized protocol used to evaluate practicing classroom teachers across the nation and is the basis of the **edTPA**, the evaluative tool used during student teaching.

FoRT Lab

The FoRT Lab is to supplement, <u>not</u> supplant, EDUC 302: Methods and Materials for Teaching Reading I. Lab facilitators will provide participants with FoRT preparation activities that align to most of the content of EDUC 302. Participants are required to bring the *Foundations of Reading Study Guide* by Yaeger and other necessary materials, attend lab sessions **weeks 4-13**, and actively and respectfully engage in lab activities. A **Code of Conduct** will be signed prior to the first lab session. The code of conduct outlines specific professional dispositions and requirements for a successful lab experience.

Teacher Materials

Pinnell, G. & Fountas, I. (2011). The continuum of literacy learning. Grades PreK-8. A guide to teaching. (2nd ed.). Portsmouth, NH: Heinemann. (Supplemental Textbook Rental)

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

Boushey, G. & Moser, J. (2009). *The CAFÉ book: Engaging all students in daily literacy assessment & instruction*. Portland, ME: Stenhouse Publishers. (Required Purchase)

Richardson, J. (2009). *The next step in guided reading K-8: Focused assessments and targeted lessons for helping every student become a reader*. New York, NY: Scholastic. (Required Purchase)

Yaeger, J. A. (2013). *Wisconsin foundations of reading study guide*. (FoRT Lab Required Purchase)

Course & University Policies

ATTENDENCE is important! You may miss 1 class without penalty. Email the professor prior to missing a class. Second class missed, -5 points. Third class missed -10 points. If a student misses more than 3 classes, the student will set up a time to meet with the professor (points deducted, instructor's discretion). If there is an unforeseen circumstance (e.g. funeral, prolong illness, etc.) documentation of the miss is necessary. With all absences, it is your responsibility to have a friend take notes for you, grab handouts, etc.

DISPOSITIONS. The instructor is obligated to notify the appropriate faculty members, and in certain cases the SOE Dean, if there is a concern with a preservice teacher's dispositions. With that concern, the student's grade may be affected (instructor's discretion).

PARTICIPATION includes reading required course materials PRIOR to class sessions; completing all individual/group assignments on time; engaging in respectful and collaborative conversations; and using electronic devices only for class-related activities (cell phones put away).

LATE WORK depends on the situation and assignment, accepting or not accepting late work is the instructor's discretion.

PEP REQUIREMENTS for this course include Reading Conference Form & Planning Commentary (gleaned from the practicum experience.

PRACTICUM is a semester-long, 2 days per week practicum is required. Most practicums are set up through the instructor. A practicum assessment form must be signed by a classroom teacher. This form is scanned into your teaching portfolios under credentials.

RECEIVE a C- or better in this course as outlined in the Teacher Certification/Academic Standards as required for teacher certification (See UW-Stevens Point catalog). Failure to earn a C- or higher will result in the student needing to repeat the course.

UWSP BILL of RIGHTS & RESPONSIBILITIES ensures that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors and is available @ http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx. Also included are polices regarding academic misconduct found @ http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf.

Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, go to http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact the instructor at the beginning of the course. For more information, go to http://www4.uwsp.edu/special/disability/

InTASC Standards	DFFT
#1. Learner Development The teacher understands how learners grow & develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs & implements developmentally appropriate and challenging learning experiences.	**Domain 1: Planning and Preparation** 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction **Domain 3: Instruction** 3c: Engaging students in learning
#2: Learning Differences The teacher uses understanding of individual differences, diverse cultures, & communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Domain 1: Planning and Preparation** 1b. Demonstrating Knowledge of Students
#3: Learning Environment The teacher works w/ others to create environments that support individual/collaborative learning that encourages positive social interaction, active engagement in learning/self T motivation.	**Domain 2: Classroom Environment** 2a: Creating an environment of respect & rapport **Domain 3: Instruction** 3c: Engaging students in learning
#4: Content Knowledge 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 the discipline accessible & meaningful for learners to assure mastery of the content.	**Domain 1: Planning and Preparation** 1a. Demonstrate Knowledge of Content & Pedagogy 1e: Designing coherent instruction **Domain 3: Instruction** 3c: Engaging students in learning
#5: Application of Content The teacher understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving to real local/global issues.	**Domain 3: Instruction** 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility and Responsiveness
#6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Domain 1: Planning and Preparation** 1f: Designing student assessments **Domain 3: Instruction** 3d: Using assessment in instruction
#7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, knowledge of learners & the community.	**Domain 1: Planning and Preparation** 1b: Demonstrating knowledge of students 1e: Designing coherent instruction
#8: Instructional Strategies The teacher understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, & to build skills to apply knowledge in meaningful ways.	**Domain 3: Instruction** 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning
#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning & uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices & actions on others (learners, families, other professionals, and the community), & adapts practice to meet the needs of each learner.	**Domain 4: Professional Responsibilities** 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism
#10: Leadership and Collaboration The teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, & to advance the profession.	**Domain 4: Professional Responsibilities** 4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism

Course Assignments

Assignments 1-4 are embedded in Danielson's Framework for Teaching (DFFT). DFFT provides the guidelines on what a teacher does when teaching. To better understand the teaching responsibilities of teachers, DFFT divides the complex activity of teaching into 4 domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. **Learning Outcomes** provide insight into what a preservice teacher will be able to accomplish by the end of this course. **Learning Objectives (LO)** provide the learning activities preservice teachers will engage in/complete to achieve the learning outcome. Evaluation forms for each assignment align with the LOs and InTASC standards.

Assignment 1: Planning & Preparation (65 Points). *The typical teacher has children doing a lot of stuff. How is what I am having children do creating readers and writers? ~Routman*

Learning Outcomes:

#6: Assessment The preservice teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
#7: Planning for Instruction The preservice teacher plans instruction that supports students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
#9: Professional Learning and Ethical Practice The preservice teacher engages in professional learning communities and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional-classroom teacher/peers/instructor , and the community), and adapts practice to meet the needs of learner.

Learning Objective: Given teacher materials and course learning opportunities, preservice teachers will collaborate, assess, plan, and deliver responsive literacy instruction, to a student—as measured by Practicum & Assignment 1 Evaluation Forms.

Directions:

1. **TEACHING PARTNERS.** During weeks 4-14 partners work with one student, 2x per week (30-45 minutes' sessions). Partners read and use Boushey & Moser's *The CAFÉ Book* & Serravallo's *The Reading Strategies Book* to plan for individual instruction. Double-Entry Diaries document reading. Partners organize their teaching materials in a binder (Figure 1). Partners are required to bring their teacher binders to **EVERY** class! **Figure 1, Assignment 1 section, 1-7** lays out exactly what is needed to successfully complete this assignment and practicum. 1-7 will be thoroughly explained and/or modeled. Your double-entry diaries and materials evidencing practicum teaching will support writing your **planning commentary** writing (#6).

Figure 1. Teacher Binder

Syllabus, Evaluation Forms Dispositions Document, & Checklist
Assignment 1: Planning & Preparation   1. The Reading Conference Forms, in The *CAFÉ Book*, document (hand-written) practicum/teaching dates, observations and instruction, and next teaching steps. *Teacher portfolio artifact (standard)*   2. Required Reading & Double-Entry Diaries: *The CAFÉ Book* (Chapters 1-4, 6 & 7) and *The Reading Strategies Book* (Getting Started & Introductions Only).   3. 5 Assessments (to include interest inventory, spelling inventory, and benchmark/RR)   4. 5 Strategies from The Reading Strategies Book (copied)   5. 5 Teaching Materials from *The CAFÉ Book* (copied) *D2L or CD back of book   6. Planning Commentary (written w/partner or individually)   7. Evaluation Forms *Practicum teacher evaluation (credentials)*
Assignment 2: Classroom Management   1. Danielson's Classroom Management Domain 2 (w/ Anecdotal Notes)   2. Cambourne's Learning Condition   3. Evaluation Form
Assignment 3: Instruction   1. Required Reading & Double-Entry Diary: Chapters 1, 2, and GR Level chapter in *The Next Steps in Guided Reading*.   2. GR Lesson (w/ notes) from watching video   3. GR Lesson created with Grade Level Team   4. Evaluation Form
Assignment 4: Professional Responsibilities   1. FoRT Lab Materials   2. Quiz Notes

2. **GRADE LEVEL TEAMS.** Partners match up with others that teach a practicum student at the same grade level. Teams meet during class and then share-out the following teaching experiences:
   a. Reading Conference Forms (observations, instruction, next steps)
   b. Supporting Artifacts (assessments, strategies, materials, etc.)
   c. Effectiveness of teaching resources, strategies, methods, instructional moves and modifications
   d. Feedback/suggestions from the team **Appendix A: Assignment 1 Evaluation Form (30 Points)**. *individual
3. **Appendix B: Practicum Evaluation Form (15 Points)** *individual
4. **Appendix C: Planning Commentary Template / Point Scale (20 points).** *partner (commentary template in D2L)

MY NOTES:

Assignment 2: Classroom Environment (30 Points). *Let's work toward kindness, civility, and human compassion as an integral part of the curriculum. ~Laminack & Wadsworth*

Learning Outcomes:

#2: Learning Differences The preservice teacher uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.
#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/self-motivation.
#10: Leadership and Collaboration The preservice teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, and to advance the profession.

Learning Objective: Preservice teachers will collaborate with their teaching partner and grade level team to investigate DFFT Classroom Environment Domain to present (through performance) their understanding of creating classroom environment that **highlight ONE** of the following components of: Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing classroom Procedures, Managing Student, Behavior Organizing Physical Space —as measured by Assignment 2 Evaluation Form.

Directions:

1. **TEACHING PARTNERS.** Partners will investigate *Danielson's Classroom Environment Domain* (Danielson's Handout in D2L under Assignments) and take anecdotal notes in the margins—make connections to what you know, Cambourne's Learning Conditions, etc. Place these two teaching materials in the Classroom Management section of the teacher binder (Figure 1).
2. **GRADE LEVEL TEAMS.** Grade level teams will discuss then demonstrate a specific component with the class. The class will brainstorm requirements of discussion and demonstration.
3. **Appendix D: Assignment 2 Evaluation Form (30 Points)**. *Self & Peer Evaluation

MY NOTES:

Assignment 3: Instruction (30 Points). *Instruction is the heart of teaching - student engagement - and when teachers develop learning tasks that are meaningful to student they are masters of both pedagogy and content. ~Danielson*

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 designs and implements developmentally appropriate and challenging learning experiences.
#5: Application of Content The preservice teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving to real 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 content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning Objective: Preservice teachers will collaborate with their teaching partners and grade level teams to develop their knowledge of literacy and content areas (i.e., science) by designing learning experiences for a fictitious small group (and used with practicum student if applicable)—as measured by Assignment 3 Evaluation Form.

Directions:

1. **TEACHING PARTNERS.** Read chapters 1, 2, and the specific chapter (e.g., PreA-Emergent, Early, Transitional, or Fluent) that correlates to your practicum student's literacy level in Jan Richardson's *The Next Step in Guided Reading K-8.* Document your reading in a Double-Entry Diary (same as assignment 1). With your partner, choose and watch Jan Richardson teach a model lesson (Library eReserves) that relates your practicum student's reading level—also correlates to chapters in Richardson's book. **Copy a lesson template**, and take "teaching tips" notes as you watch the lesson.

2. **GRADE LEVEL TEAMS.** During class, grade level teams will have time to compare notes on what they learned from the chapter they read (related to their practicum student) and video. Teams will design a new GR lesson (copy a new lesson template) that integrates a **content area** (or nonfiction) and what they learned from watching Jan Richardson. Partners will use this lesson, or something learned from observing Jan, with their practicum students. Place all materials from this assignment in the Instruction section of the teacher binder (Figure 1).

3. **Appendix E: Assignment 3 Evaluation Form (30 Points)**.

MY NOTES:

Assignment 4: Professional Responsibilities (75 Points). *Respect matters. Big time. And it requires listening. ~Johnston*

First, the **FoRT Lab** provides preservice teachers a professional space to develop and hone their test-taking skills. Second, course **quizzes** are based on EDUC 302 and FoRT content, which the instructor purposefully arranges in the testing format similar to the FoRT. Quizzes are taken on a computer, same as the FoRT. Wisconsin DPI requires that teaching candidates pass the FoRT in order to receive an educator license in Wisconsin.

> Effective January 31, 2014, applicants for initial licensure as an elementary teacher (grades K-5, EC, EC-MC, MC-EA), a special education teacher, a reading teacher, or reading specialist must receive a passing score of 240 or higher on the Wisconsin Foundations of Reading Test. **Any licensed teacher** wanting to add one or more of these areas to their license must also pass the test.

This course does not include all the content necessary to pass the FoRT. However, EDUC 302's content does focus on most of the vocabulary within the subarea of *Foundations of Reading Development*. This course infuses *some* test preparation activities, thus attending FoRT Lab sessions is required (and smart). The following lab requirements and quizzes support preservice teachers in learning how to study for and take the FoRT soon after this course (http://www.wi.nesinc.com/PageView.aspx?f=GEN_FOR.html, complete testing framework). The quizzes, lab experience, and taking the FoRT fulfill this course's **Final Exam** requirement.

Directions:

1. **FoRT Lab Requirements (20 Points)**
   - ➤ Sign the Code of Conduct
   - ➤ Purchase Yaeger's Study Guide (p. 1)
   - ➤ Attend 20 lab sessions, 1 point per session, in weeks 4-13 (1 hour sessions held 2x a week).

2. **Quizzes (50 Points)**

   Quiz 1: Tuesday, October 25th – Partner Quiz (20 Points)
   - ➤ Section 1: 9:30 – 11:00 CPS 107 Computer Lab
   - ➤ Section 2: 1:00 – 2:30 NFAC 215 Computer Lab

   Quiz 2: Tuesday, December 6th – Individual Quiz (35 Points)
   - ➤ Section 1: 9:30 – 11:00 CPS 107 Computer Lab
   - ➤ Section 2: 1:00 – 2:30 NFAC 215 Computer Lab

MY NOTES:

Grading Scale for Course Assignments

Assignments 1-4	Points	Letter Grade	
1. Planning & Preparation	65	200-186	A
		185-178	A-
2. Classroom Management	30	177-170	B+
		169-155	B
3. Instruction	30	154-147	B-
		146-139	C+
4. Professional Responsibilities	75	138-124	C
• FoRT Lab (20)		123-116	C-
• Partner Quiz (20)		115-108	D+
• Individual Quiz (35)		107- 93	D
		92-85	D-

Tentative Schedule

WEEKS	DISCUSSIONS, ACTIVITIES & ASSIGNMENTS	MY NOTES
WEEK 1: T-September 6th	**Course Overview**	

➢ **I DO/WE DO (Discussions & Class Activities)**
Course overview / PLC
Required readings/handouts within D2L Weeks 1-15

➢ **YOU DO (read, bring, present/share, assignment, etc.)**
Read and bring syllabus

WEEK 2: T-September 13th	**Classroom Learning Conditions: Here, there, everywhere!**

> **I DO/WE DO**
> Pretest
> Assignments 1-4 / Practicum requirements / Binder every class
> Cambourne's Conditions / Optimal Learning Model

> **YOU DO**
> Bring completed (and stapled) Safe Environment Forms
> Bring required books (*CAFÉ, Reading Strategy, Guided Reading*)
> Start Reading: Put Reading First (Phonemic Awareness section)

WEEK 3: T-September 20th	**The Intentional Teacher**

> **I DO/WE DO**
> Language in the classroom (Johnston)
> Pre-Emergent/Emergent Readers
> Reading Engagement

> **YOU DO**
> Bring *The Café Book* (Diary Notes: CH 1 & 2) *Assignment 1 is week 3-12
> Bring *Reading Strategies Book* (Diary Notes: Goal 1 & 2)

WEEK 4: T-September 27th	**The Intentional Teacher (continued)**

> **I DO/WE DO**
> Differentiation practices
> Reading stages – continuum of behaviors
> Assessments (i.e., Running Record)

> **YOU DO**
> 302 Practicum begins & meet literacy lab this week **(Begin at St. Stan's)**
> FoRT Study Lab Sessions begin with Hannah and/or Morgan
> Bring *Guided Reading Book* (Diary Notes: CH 1 & 2)

WEEK 5: T-October 4th   **The Intentional Teacher (continued)**

> ➤ **I DO/WE DO**
> > Goals, skills, strategies
> > Grouping: Maximize learning
> > Assignment #3 Preparation

> ➤ **YOU DO**
> > Bring *Reading Strategies Book* (Diary Notes: Getting Started)
> > Bring *The CAFÉ Book* (Diary Notes: CH 3 & 4)

WEEK 6: T-October 11th   **The Literacy Continuum**

> ➤ **I DO/WE DO**
> > Component: Interactive Read Aloud
> > Lesson Design: Are students learning? / Look at your teaching?
> > > ▪strategy groups

> ➤ **YOU DO**
> > Bring *The Continuum of Literacy Learning*
> > Bring *The CAFÉ Book* (Diary Notes: CH 6 & 7)

WEEK 7: T-October 18th   **The Literacy Continuum (continued)**

> ➤ **I DO/WE**
> > Component: Guided Reading
> > Developing self-regulated readers

> ➤ **YOU DO**
> > Bring *Guided Reading Book* (Video Notes & CH related to student's level) *Assignment 3

Week 8: T-October 25th   **Oral Reading Records (Part I)**

> ➢ **I DO/WE DO**
> Oral Reading Records/cuing systems

> ➢ **YOU D**O
> Tuesday: Partner Quiz
> ▪Section 3: 5:00 – 7:30 CPS 107 Computer Lab
> Practice RR (in class/practicum)
> Bring *Reading Strategies Book* and *GR Book*

Week 9: T-November 1st   **Oral Reading Records (Part II)**

> ➢ **I DO/WE DO**
> Oral Reading Records/Benchmarks
> Assignment #2 Preparation

> ➢ **YOU D**O
> Practice RR (in class/practicum)
> Copy and bring "Bubbles Benchmark"

Week 10: T-November 8th   **Decoding/word structure/fluency**

> ➢ **I DO/WE DO**
> Phonics and Structural Analysis
> Teaching fluency
> Assessments

> ➢ **YOU D**O
> Bring Reading Strategies Book (Diary Notes: Goal 3 & 4)
> Reread Put Reading First (Phonics and Fluency)
> Planning Commentary: Rough draft for peer feedback

Week 11: T-November 15th   **Vocabulary and Comprehension**

- ➢ **I DO/WE DO**
  Vocabulary and Comprehension instruction

- ➢ **YOU D**O
  Bring Reading Strategies Book (*Diary Notes*: Goal 11)
  Reread Put Reading First (Vocabulary and Comprehension)
  Planning Commentary: Rough draft for instructor feedback

Week 12: T-November 22nd   **Vocabulary and Comprehension (continued)**
- ➢ **I DO/WE DO**
  Vocabulary and Comprehension instruction

- ➢ **YOU D**O
  Bring Reading Strategies Book (*Diary Notes*: Goal 12)

Week 13: T-November 29th   **Classroom Management**

- ➢ **I DO/WE DO**
  Classroom Management
  FoRT Open Responses

- ➢ **YOU D**O
  Demonstrate a classroom management component (Assignment 2)

WEEK 14: T-December 6th   **Application of Knowledge**

- ➢ **WE DO**
  FoRT Open Responses

- ➢ **YOU DO**

Monday: Individual Quiz
- Section 3: 5:00 – 7:30 CPS 107 Computer Lab

Bring completed teacher binder
- Instructor scores Assignments 1-3: Hands back binder week 15. Practicum evaluation points added week 15, if not handed in until then.

WEEK 15: T-December 13th   **Instructor-Preservice Teacher Conferences**

➢ **YOU DO**
- Partners sign up to conference with instructor. Bring teacher binder and copy of Practicum Evaluation Form (Assignment 1).
- Dropbox Area: Place link to Teacher Portfolio. The 3 requirements that are in this link include:
  1. **Practicum Evaluation Form** scanned/uploaded in credentials area.
  2. **Portfolio Artifacts**: Reading Conference Forms & Planning Commentary in an InTASC Standard of YOUR choice.
  3. 3 paragraph summary highlighting portfolio artifacts (EDUC 200).

ASSIGNMENT 1 EVALUATION *Aligns w/Practicum Evaluation

Assessment Scale: 10 = Excellent   8 = Good   6 = Adequate   4= Fair   2-0 = Needs to Improve

INTASC Standard/edTPA Rubric	Performance (P) Knowledge (K) Dispositions (D) Assessment Scale
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. *Correlates to edTPA Rubric 15: Using Assessment to Inform Instruction*	**P:** The preservice teacher [is developing an understanding of how] formative assessment supports instruction/student learning (6a). **K:** The preservice teacher understands the difference between formative and summative assessments and knows how/when to use them (6j). **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] The preservice teacher uses their reading conference form and assessments to inform instruction. **10 8 6 4 2 0**
INTASC #7: Planning Instruction The preservice teacher plans instruction that supports [their] student in meeting learning goals [and literacy skills that are documented on the reading form and/or suggested by the classroom teacher]. *Correlates to edTPA Rubric 3: Knowledge of Students to Plan*	**P:** The preservice teacher creates learning experiences that are appropriate for learner (7a). **K:** The preservice teacher [is developing an understanding of literacy instruction] that aligns with [learner's needs] and content standards (7g) by **completing ALL assigned reading (see required reading list) and double-entry diary entries (bulleted notes, 1/2 page per chapter).** **D:** The preservice teacher respects learners' diverse strengths and needs and plans effective instruction (7n). [**Focus:** UWSP Disposition of Perseverance for Excellence] The preservice teacher plans and creates appropriate instruction, based on the needs of their practicum student and/or instructor/peer suggestions. **10 8 6 4 2 0**
INTASC #9: Professional & Ethical The preservice teacher engages in professional [behavior] and uses evidence to continually evaluate his/her practice. They [are learning how to] adapt practice to meet the needs of each learner. *Correlates to Rubric 10: Analyzing Teaching Effectiveness*	**P:** The preservice teacher actively [and respectfully] seeks feedback [from classroom teacher, instructor, and peers] (9a) – collaborate in a mindful, caring way with **Grade Level Team.** **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:** Using their **teacher binder** as documentation, the preservice teacher sees themselves as a learner, continuously seeking opportunities to reflect and improve practice (9n). *****Binder contains 1-7 (see Figure 1 in syllabus).**[**Focus:** UWSP Disposition of Professionalism in Teaching] The preservice teacher seeks feedback and suggestions from instructor/peer. They use feedback to evaluate practice and meet needs of their student. The preservice teacher is honest, trustworthy, and dependable. **10 8 6 4 2 0**

Feedback/suggestions: Assignment 1 _____/30

College of Professional Studies
University of Wisconsin-Stevens Point

ED 302 Practicum Evaluation
(Placed in Credentials Area of Teaching Portfolio)

Preservice Teacher Directions:
When you start your practicum, make a copy of this form for your teacher and hand it to them. This form is filled out and signed by the classroom teacher. If the teacher wishes, this form may be placed in a sealed envelope and returned to me. **This form is due by Week 15.** Because all practicum hours must be documented for education courses, it is your responsibility to scan this form and place it in the credential area of your teaching portfolio.

Assessment Scale: Please rate the preservice teacher's developing PKD the best to your ability.

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

InTASC Standard/edTPA Rubric	Performance (P) Knowledge (K) Dispositions (D) Assessment Scale
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. *Correlates to edTPA Rubric 15: Using Assessment to Inform Instruction*	**P:** The preservice teacher [is developing an understanding of how] formative assessment supports instruction/student learning (6a). **K:** The preservice teacher understands the difference between formative and summative assessments and knows how/when to use them (6j). **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] The preservice teacher uses their reading conference form, and possibly other assessments, to inform instruction. 5 4 3 2 1 N/A

InTASC #7: Planning Instruction The preservice teacher plans instruction that supports [their] student in meeting learning goals [and literacy skills that are documented on the reading form and/or suggested by the classroom teacher]. *Correlates to edTPA Rubric 3: Using Knowledge of Students to Plan*	**P:** The preservice teacher creates learning experiences that are appropriate for learner (7a). **K:** The preservice teacher [is developing an 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] The preservice teacher plans and creates appropriate instruction, based on the needs of their practicum student and/or classroom teacher suggestions.
	5 4 3 2 1 N/A
InTASC #9: Professional & Ethical The preservice teacher engages in professional [behavior] and uses evidence to continually evaluate his/her practice. They [are learning how to] adapt practice to meet the needs of each learner. *Correlates to Rubric 10: Analyzing Teaching Effectiveness*	**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] The preservice teacher seeks feedback and suggestions from classroom teacher. They use feedback to evaluate practice and meet needs of their student. The preservice teacher is honest, trustworthy, and dependable.
	5 4 3 2 1 N/A

Feedback/suggestions:

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

Dear classroom teacher, you may wish to put this from 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 lfernhol@uwsp.edu) or in person.

edTPA PLANNING COMMENTARY – Sections 1 & 2
(Modified to align with EDUC 302 Practicum)

Directions: Use your Reading Conference Form, assessments, and all other artifacts from your practicum to support your response in each section. Be concise and single-space your responses. Each section must be error-free, attention to transitions, include appropriate academic vocabulary related to literacy, does not exceed 3 pages, and is written in a professional, yet personal, style to receive full points.

1. **Central Focus.**

   a. Describe one **central focus** (skill) and the essential literacy strategy(s) for comprehending **OR** composing text that you worked on with your practicum student.

      Paragraph **describes** the central focus and related strategies. Paragraph includes how the central focus and strategies supports comprehending or composing text.

   b. Given the central focus, describe how the **standards and learning objectives** within your learning segment address

      - the essential literacy strategy
      - related skills that support use of the strategy
      - reading/writing connections

      Paragraph explains how the standard or objective is connected to the central focus and strategies. Paragraph includes how they used the strategy to support their student learning the skill (central focus) and weaves in meaningful reading and/or writing connections completed to, with, and by practicum student.

   c. Explain how your plans (from the Reading Conference Form) **build on each other** to help students **make connections** between the essential literacy strategy to comprehend **OR** compose text and related skills that support use of the strategy in meaningful contexts.

      Paragraph documents how plans were sequenced in a logical progression to 1) build student's connections between strategy and skill in meaningful contexts 2) respond to practicum student's individual learning needs.

   SECTION I POINT SCALE: 0   2   4   6   10

2. **Knowledge of Students to Inform Teaching.** For each of the prompts below (2a–b), describe what you know about **your practicum student with respect to the central focus.**

   a. Prior academic learning and prerequisite skills related to the central focus—Cite **evidence of what students know, what they can do, and what they are still learning to do.**

      Paragraph cites evidence of what students already know, can do, and still need to learn—in positive way. How does this relate to the central focus (skill)? How did this evidence inform your teaching?

   b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

      Paragraph is concise and specifically cites how plans focus on student's unique needs, for example student's life/school experiences, cultural and language backgrounds, and/or interests.

   References
   –References are written in APA format (see syllabus, page 1 for samples)
   –3 references included in this section & cited correctly in above paragraphs

   SECTION II POINT SCALE: 0   2   4   6   10

ASSIGNMENT 2 EVALUATION

Assessment Scale: 10 = Excellent   8 = Good   6 = Adequate   4= Fair   2 = Needs to Improve

INTASC Standard	Performance (P) Knowledge (K) Dispositions (D) Assessment Scale
#2: Learning Differences The teacher uses understanding of individual differences, diverse cultures, & communities to ensure inclusive learning environments that enable each learner to meet high standards.	**P:** The preservice teacher [is developing an understanding] knowledge of students (1b). **K:** The preservice teacher understands and accepts the unique differences of individuals, diverse cultures, and communities). **D:** The preservice teacher is [developing an understanding of how] to engage all learners in inclusive learning environments that enable each learner to meet high standards. Partners investigated **Danielson's Classroom Environment Domain** and documented learning with **anecdotal notes** – making connections to what they know *and* **Cambourne's Learning Conditions**, etc. These 2 documents are in the Classroom Management Section in the teacher binder. 10 8 6 4 2
#3: Learning Environment The teacher works w/ others to create environments that support individual/collaborative learning that encourages positive social interaction, and active engagement in learning/self-motivation.	**P:** The preservice teacher [is developing and creating] an environment of respect and rapport (2a). **K:** The preservice teacher understands learning that supports individual/collaborative learning that engages positive social interaction and active engagement in learning/self-motivation. **D:** The preservice teacher is [developing an understanding of how] to encourage positive social interaction, and active engagement in learning/self-motivation. Teams used classroom time wisely to create a plan from ideas partner's investigated (from above documents). Teams are positive and encouraging during class time. 10 8 6 4 2
#10: Leadership and Collaboration The teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, & to advance the profession.	**P:** The preservice teacher [is developing and creating] professional relationships and accepting responsibility for student learning, collaborating with families (4c), colleagues, other school professionals and community members to ensure learner growth and to advance the profession. **K:** The preservice teacher demonstrates leadership and professionalism (4f) while successfully completing appropriate leadership roles. **D:** The preservice teacher is [developing an understanding of how] to seek appropriate leadership roles and opportunities to take responsibility for student learning. Teams take responsibility to discuss, share, and demonstrate at least **ONE "management" component**, which is useful and practical, with the class. Teams ensure that peers understand the component by thoroughly discussing it then modeling/performing the component. 10 8 6 4 2

Feedback/suggestions: Assignment 2 _____/30

ASSIGNMENT 3 EVALUATION

Assessment Scale: 10 = Excellent   8 = Good   6 = Adequate   4= Fair   2 = Needs to Improve

INTASC Standard	Performance (P) Knowledge (K) Dispositions (D) Assessment Scale
#1. Learner Development The 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 designs and implements appropriate and challenging learning developmentally appropriate and challenging learning experiences.	**P:** The preservice teacher [is developing and demonstrating] growing knowledge of students by setting appropriate instructional outcomes (1b, 1c). **K:** The preservice teacher clearly recognizes the need to design coherent instruction that recognizes patterns of learning and varies across the cognitive, linguistic, social, emotional, and physical areas of all learners. **D:** The preservice teacher designs and implements lessons that are appropriate and engage all students in learning (3c). Teaching partners read, from **Richardson's book**, chapters 1 and 2, and the chapter that correlates to their practicum student's literacy level. **Double-Entry Diary** is completed (bulleted notes, ½ page in length for each chapter). 10 8 6 4 2
#5. Application of Content The preservice teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving to real/global issues.	**P:** The preservice teacher [is developing and demonstrating] application of content and pedagogy through discussion with peers regarding course readings and video presentations (3a, 3f). **K:** The preservice teacher is engaging students in learning using materials and techniques (3c). **D:** The preservice teacher collaborated with their teaching partners and grade level teams to develop deeper content knowledge as demonstrated in GR lesson plan and learning experiences. Teaching partners and teams **designed a GR lesson plan**, which included a **content area**, to use with practicum student. They share their lesson with the class. 10 8 6 4 2
#8. Instructional Strategies The preservice 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:** The preservice teacher [is developing and demonstrating] application of content and pedagogy through discussion with peers regarding course readings and video presentations (3a, 3f). **K:** The preservice teacher is engaging students in learning using materials and techniques learned from the course (3c). **D:** The preservice teacher demonstrated knowledge of a variety of instructional strategies such as using questioning and discussion techniques and others that engage students in learning (3b, 3c). **GR Lesson with teaching tip notes** and **GR lesson created with team**, and all other teaching materials for this assignment are place in the teacher binder. 10 8 6 4 2

Feedback/suggestions: Assignment 3 _____/30

Appendix F: Professional Dispositions

EDUC 302 Professional Dispositions

In signing this contract I, _____, on _____ (date) am committed to moving from developing to strong, based on the following professional teaching dispositions, in EDUC 302. I understand that if there is concern about my professional dispositions that it will be documented, discussed, and that my grade may be affected.

Strong - Clearly exhibits a pattern of behavior that indicates **strong** evidence that he/she possesses this characteristic.
Developing - Exhibits a pattern of behavior that provides **developing** evidence that he/she possesses this characteristic.
Concerning - Exhibits a pattern of behavior inconsistent and **concerning** evidence with this characteristic.

DISPOSITION	CONCERNING	DEVELOPING	STRONG
Cares about the social, emotional & academic needs of students/peers	Displays obliviousness to & reluctance toward, meeting the diverse needs of students	Positive attitude toward meeting the diverse needs of all students	Very enthusiastic about meeting the diverse needs of all students
Oral Communication	Needs to work on listening / providing feedback	Listens and provides feedback	Actively listens and thoughtfully responds to others
Reliability and Conscientiousness	Habitually ignores obligations (i.e. bringing binder, misses due dates, group work stinks)	Reliable in meeting obligations and deadlines	Very reliable in meeting obligations and deadlines
Emotional Maturity & Ability to Collaborate	Impolite, negative, condescending demeanor towards students, peers, practicum teacher, professor	Positive attitude and professionally interacts with students, peers, and educators in general	Very positive attitude and professionally interacts with all people!!!!
Attitude Toward Responsibility & Adaptability	Becomes defensive or difficult time with constructive feedback; unable to adapt	Accepts constructive feedback; takes responsibility for own actions & decisions; adjust actions w/ reflective thinking	Embraces & seeks constructive feedback; consistently takes responsibility for own actions; learns quickly from experience
Honesty & Fairness	Demonstrates prejudice or dishonesty	Treats others fairly	Demonstrates strong ethical fiber and sense of fairness
Professional Commitment	Indifference toward, or dismissive of, the need for professional excellence	Displays commitment to improving his/her effectiveness in the profession	Displays strong commitment to excellence in the 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

Appendix G: Checklist

PROFESSOR FERNHOLZ'S
"LET'S BE ON THE SAME PAGE" CHECKLIST

Each check means that YOU are in agreement with this statement and that if a statement becomes an issue that YOU immediately bring it to my attention. With open and caring minds, a professional (and private) discussion will take place on how we can better learn together.

_____ I plan to complete all assignments.

_____ Even if I don't have a strong interest in the teaching reading, I plan to do my best in learning material for my practicum student and future classroom.

_____ I will seek out Dr. Fernholz when I need help, feel confused, or may need to learn in a different way.

_____ I will make a serious attempt to attend every class (if not email Dr. Fernholz lfernhol@uwsp.edu), share my ideas and respectfully listen to others.

_____ I will make a serious attempt to attend all practicums and if not, I will email the teacher.

_____ I expect to receive a good grade in this course because I will read all required reading and complete assignments.

_____ Through-out the course, if the course objectives and requirements are NOT clear, I will let Dr. Fernholz know.

_____ Through-out the course, if for some reason the materials and activities are NOT relevant to what I believe I need to be an effective literacy teacher, I will let Dr. Fernholz know.

_____ Through-out the course, if the course workload seems like too much (based on objectives and requirements of the course) I will discuss this with Dr. Fernholz.

_____ I plan to learn A LOT in this course and if for some reason I am not learning A LOT, I will let Dr. Fernholz know ASAP!

_____ If at any time I feel the instructor is NOT excited about the content, encourage active participation, respectful & caring, provide useful feedback and/or ineffectively taught I will discuss with Dr. Fernholz about it earlier rather than later.