

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

*University of Wisconsin – Stevens Point  
Elementary Methods Block – Spring 2017*

**Section 1:** Monday 3:00 – 5:30 CPS Rm 230

**Section 2:** Wednesday 5:00 – 7:30 CPS Rm 230

**Monday Seminar:** 2:00 – 3:00 CPS Rm 116

Instructor: Dr. Cate

Office Hours: W 11-12 & 2-3 ♦ CPS 456

Cell: 715.412.1585 ♦ ccate@uwsp.edu

## **Course Description**

*Take seriously the fact that the instructor is not the only teacher in the room. –P. Johnston*

This course offers a workshop approach to thinking, talking, and writing about reading in grades 1-8. In a learning community, preservice teachers examine their beliefs and knowledge of reading instruction, explore key principles in effective literacy instruction, and have opportunities to learn from each other to stretch current levels understanding. Assignments and course learning objectives are embedded in Danielson's Framework for Teaching (DFFT). The INTASC Standards support course learning outcomes and assessment measurements. While in EMB, preservice teachers are expected to work within and continue to develop their **teaching dispositions** at the integrating level in preparation for student teaching (mastering level). Through a sustainable lens, preservice teachers and all educators must work towards displaying a strong sense of compassion and social justice in and beyond the classroom.

## **Teacher Resources**

Routman, R. (2003). *Reading Essentials: The specifics you need to teach reading well*.  
Portsmouth, NH: Heinemann. (rental)

Johnston, P. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.  
(required purchase)

Opitz, M., Ford, M., & Erikson, J. (2011). *Accessible Assessment: How 9 sensible techniques can power DATA-Driven Reading Instruction*. Portsmouth, NH: Heinemann. (required purchase)

<b>InTASC Standards &amp; Danielson's Framework</b>	
<b>InTASC Standards</b>	<b>DFFT</b>
<p><b>#1: Learner Development</b> The teacher understands how learners grow &amp; develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs &amp; implements developmentally appropriate and challenging learning experiences.</p>	<p><b>Domain 1: Planning and Preparation</b> 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction <b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#2: Learning Differences</b> The teacher uses an understanding of individual differences, diverse cultures, &amp; communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p><b>Domain 1: Planning and Preparation</b> 1b. Demonstrating Knowledge of Students</p>
<p><b>#3: Learning Environment</b> The teacher works w/ others to create environments that support individual/collaborative learning that encourages positive social interaction, active engagement in learning/self-motivation.</p>	<p><b>Domain 2: Classroom Environment</b> 2a: Creating environment of respect &amp; rapport <b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible &amp; meaningful for learners to assure mastery of the content.</p>	<p><b>Domain 1: Planning and Preparation</b> 1a. Demonstrate Knowledge of Content &amp; Pedagogy 1e: Designing coherent instruction <b>Domain 3: Instruction</b> 3c: Engaging students in learning</p>
<p><b>#5: Application of Content</b> The teacher understands how to connect concepts &amp; use differing perspectives to engage learners in critical thinking, creativity, &amp; collaborative problem solving to real local/global issues.</p>	<p><b>Domain 3: Instruction</b> 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility &amp; Responsiveness</p>
<p><b>#6: Assessment</b> 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.</p>	<p><b>Domain 1: Planning and Preparation</b> 1f: Designing student assessments <b>Domain 3: Instruction</b> 3d: Using assessment in instruction</p>
<p><b>#7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, &amp; pedagogy, as well as knowledge of learners and the community context.</p>	<p><b>Domain 1: Planning and Preparation</b> 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p><b>#8: Instructional Strategies</b> The teacher understands &amp; uses a variety of instructional strategies to encourage learners to develop an understanding of content areas and connections, &amp; to build skills to apply knowledge meaningfully.</p>	<p><b>Domain 3: Instruction</b> 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning</p>
<p><b>#9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning &amp; uses evidence to evaluate his/her practice, the effects of his/her choices &amp; actions on others (learners, families, other professionals, community), &amp; adapts practice to meet the needs of learner.</p>	<p><b>Domain 4: Professional Responsibilities</b> 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p><b>#10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles &amp; opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, &amp; community members to ensure learner growth, &amp; to advance the profession.</p>	<p><b>Domain 4: Professional Responsibilities</b> 4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism</p>

## Course Assignments & Assessments

Point Scale Defined: 0 Little evidence →5 Some evidence →10 Strong evidence

Due Dates for assignments are in the Tentative Schedule.

### Planning & Preparation

#### Learning Outcomes:

**#6: Assessment** The preservice teacher investigates and understands how **multiple methods of assessment** engage learners and teachers in documenting growth, progress, and guides decision making.

**0 2 3 4 5 6 7 8 9 10 (peers/instructor)**

**#7: Planning for Instruction** The preservice teacher **plans instruction, [based on assessment,]** 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.

**0 2 3 4 5 6 7 8 9 10 (instructor)**

**Learning Objective:** Preservice teachers investigate and share multiple methods of assessments (in class), using Accessible Assessments, then choose an appropriate assessment to support instruction in school placement—as measured by Standards 6 & 7.

#### Assignment 1: Assessment to Instruction

By week 3, groups investigate ONE assessment, from Accessible Assessments, which they find interesting. The group becomes experts on their assessment. Using the fishbowl method, groups will share their assessment. Fishbowl guidelines will be handed out by the instructor. **10 points**

**In your school placement,** choose a reading assessment, from Accessible Assessment, which is appropriate for your student(s). Ask the teacher for her suggestions and approval. Follow the suggestions “From Assessment to Instruction” and decide which routine—whole, small, individual—is most appropriate to use. Write or type a 1-paragraph Assessment to Instruction (AI) Summary and attach it to the assessment. **10 Points**

### Classroom Environment

#### Learning Outcomes:

**#3: Learning Environment** The preservice teacher teams up to create environments that **encourage** positive social interaction, active engagement in learning, and self-motivation to learn.

**0 2 3 4 5 6 7 8 9 10 (instructor)**

**#9: Professional Learning and Ethical Practice** The preservice teacher engages in professional learning communities and continually **evaluates and reflects** on their practice, particularly the effects of choices and actions on others (peers, instructor, learners, etc.)—adapting practice and behaviors when necessary.

**0 2 3 4 5 6 7 8 9 10 (self/instructor)**

**Learning Objective:** Preservice teachers team up to read about and use well-known collaboration activities and materials to create a positive teaching and learning environment—as measured by Standards 3 & 9.

#### Assignment 2: Classroom Community

As a learning community, preservice teachers create an anchor chart titled *Our Classroom Community*. This chart includes all voices, will be posted each week, revised, and includes strategies and examples/actions of how proficient collaborators think and act. The anchor chart guides our behaviors and interactions during learning-teaching activities. Preservice teachers will model a collaborative lesson assigned by the instructor and engage in other community activities to earn points. **20 Points**

## Instruction

### Learning Outcomes:

**#5: Application of Content** The preservice teacher understands how to connect concepts & use differing perspectives to **engage learners** in critical thinking, creativity, and collaboration to solve real-world issues **within their school placement.**

0 2 3 4 5 6 7 8 9 10 (instructor)

**#7: Planning for Instruction** The preservice teacher **plans instruction** that supports every student in meeting rigorous learning goals by drawing upon knowledge of **content areas**, curriculum, cross-disciplinary skills, & pedagogy, as well as knowledge of learners and the community context.

0 2 3 4 5 6 7 8 9 10 (instructor)

**#9: Professional Learning and Ethical Practice** The preservice teacher engages in professional learning communities (PLC) and **evaluates and reflects** on their practice, particularly the effects of choices and actions on others (peers, instructor, learners, etc.)—**adapting practice and [dispositions] when necessary.**

0 2 3 4 5 6 7 8 9 10 (peers/instructor)

**Learning Objective:** Preservice teachers participate in a professional learning community (PLC) to read about, discuss and view inquiry-based teaching techniques to develop a framework for reading, writing, and research to support content-based literacy lessons in school placements—as measured by Standards 5, 7 & 9.

### **Assignment 3:** Content Literacy Framework (EDUC 309 & 310 – integrated assignment)

As a learning community, preservice teachers will develop a framework for reading, writing, and research to support the content and literacy skills required in your upcoming school placements. Because reading and language arts is not just about behaviors, it is thinking. And reading is always about meaning. Today we understand that we must teach all the elements of reading and language arts together so that children constantly practice what proficient readers do: put it all together regardless of content area. We must extend reading, thinking, and learning across the entire school day.

PLCs choose a grade level and content area (science/social studies). Together you will collaborate and develop a framework to guide the planning of a content literacy lesson in your school placements. This framework will explicitly map out the responsibilities of the teacher and the children while providing lesson outcomes that will allow for rich and meaningful thinking about the topic of study. This framework will include four major components:

1. Activate, explore, and build background knowledge
2. Read to learn and understand information
3. Summarize and synthesize information and big ideas
4. Shared learning and demonstrate understanding

Our learning community will discuss and decide how frameworks will be shared/presented. **30 Points**

## Professional Responsibilities

### Learning Outcomes:

**#7: Planning for Instruction** The preservice teacher **plans instruction** that supports every student in meeting rigorous learning goals by drawing upon knowledge of **content areas**, curriculum, cross-disciplinary skills, & pedagogy, as well as knowledge of learners and the community context.

**0 2 3 4 5 6 7 8 9 10 (instructor)**

**#9: Professional Learning and Ethical Practice** The preservice teacher engages in professional learning communities and continually **evaluate and reflect** on his/her practice, particularly the effects of choices and actions on others (peers, instructor, learners, etc.)—**adapting practice and [dispositions] when necessary**.

**0 2 3 4 5 6 7 8 9 10 (peers)**

**#10: Leadership and Collaboration** The preservice teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, collaborate with learners, [peers and instructor] to ensure learner growth, & to advance the profession.

**0 2 3 4 5 6 7 8 9 10 (self)**

**Learning Objective:** Preservice teachers will track their learning and reading of Johnston and Routman in a double-entry diary in order to support book study and whole group conversations and activities—as measured by Standards 7, 9 & 10.

### Assignment 4: Book Study Groups & Double-Entry Diary

Decisions for BSG requirements & Diary will be decided and agreed upon within our learning community to earn points. Outline of tentative reading schedules are approved by instructor. **30 points**

## Grading

Assignments	Points Possible
1. Assessment to Instruction	20
2. Classroom Community	20
3. Content Literacy Framework	30
4. BSG & Diary	30
Total	100
Grade	Points
A	100-95
A-	94-93
B+	92-91
B	90-87
B-	86-85
C+	84-83
C	82-78
C-	77-76
D	75-68
F	Below 68

## Policies & Other Considerations

- University Policies:** The expectations delineated in the UWSP Community Bill of Rights and Responsibilities are intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct. For additional information refer to <http://www.uwsp.edu/dos/Pages/Information%20for%20Faculty.aspx>.  
**Students with disabilities:** If you need special accommodations to meet course requirements, register with the Disability Services Office and contact me at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www4.uwsp.edu/special/disability/>
- Dispositions:** The instructor is mindful that your next step in the PEP is student teaching. Your interactions and conduct in this class and throughout the EMB experience, with children, peers, cooperating teacher, school staff, and parents/guardians should be positive, warm, and professional. The instructor is obligated to notify EMB faculty (and SOE Dean) if there is a concern with a preservice teacher's dispositions. With that concern, the student's grade may also be affected (instructor's discretion). Concerns related to the SOE Teacher Candidate Teaching Dispositions will be addressed immediately and privately. Upon entrance and acceptance to the SOE PEP, all students sign a dispositions contract. This contract is on file in the SOE department which serves as a tool to guide decisions and document concerns. In class emailing, texting, surfing, and cell phone use for non-class activities will result in a deduction of points.
- On Campus & Practicum Attendance:** You are required to attend all class sessions. Participation and class activities CANNOT be made up and NO extra credit work will be provided. If for some reason you miss class or are late, send an email to the instructor. If you do not send an email, it will be considered an unexcused absence. Students are responsible for all content missed due to absences (phone a friend to find out what you missed). **(6 Points—1<sup>st</sup> absence; 12 points—2<sup>nd</sup> absence; if 3 classes are missed meeting is scheduled with professor & EMB Chair).**
- EMB School Placement/Practicum Experience Attendance:** Students who meet the on-campus requirements yet exhibit tardiness, unexcused absences, poor performance, unprofessional behavior, in their field placement, with respect to the Wisconsin Teaching/InTASC Standards, will receive either:
  - a **failing grade** in this class with or without the option of repeating the entire course.
  - an **incomplete grade** earned in this class, the disqualification of student teaching the following semester and the requirement of successfully completing an additional practicum experience.
- Readings & Assignments:** Assigned readings are read before coming to class. **Late assignments** are defined as those assignments that are not submitted to the instructor on the date they are due. Any late assignments should be placed in the **Late Drop Box** and assignments in this drop box receive half points. The drop box deadline for all assignments in Education 309 is one week after the EMB campus experience. If for any reason you fail to turn in your work one week after Education 309 course ends on campus, the maximum grade you can receive for the course is a C. Additionally if your work is late, to earn the C, your work must meet the course standards and assessments for each assignment. Otherwise, you risk receiving a lower grade and having to repeat the course. The School of Education has a policy that all students must receive a C or better in their education classes or the course must be repeated.

## Tentative Schedule

Weeks	Topics	Required Readings & Assignments
1 January 23 (M) January 25 (W)	Course overview and assignments Book Study Groups & Resume	Syllabus & teacher resources (Routman; Johnston; Opitz & Ford)
2 January 30 (M) February 1 (W)	Creating a Classroom Community	D2L Reading 1: Classroom Community  SEM School Placements
3 February 6 (M) February 8 (W)	Meet in the Computer Lab CPS 107 – Community of Writers – Teaching Philosophy Paper	D2L Reading 2: Beliefs Matter
4 February 13 (M) February 15 (W)	Assessment Techniques & Differentiation Approaches	
5 February 20 (M) February 22 (W)	Classroom library, book talks, content area literature & more Book Look 3:30 – 5:00 (M) Book Look 4:30 – 6:00 (W)	Contact EMB Classroom Teacher <b>(Assignment 3)</b>
6 February 27 (M) March 1 (W)	Active Content Literacy Classrooms	
7 March 6 (M) March 8 (W)	Active Content Literacy Classrooms	EMB School Placements (Friday) <b>Assignment 2:</b> Classroom Community <b>Assignment 4:</b> BSG & Diary
8 March 13 (M) March 15 (W)	Active Content Literacy Classrooms	<b>Assignment 3:</b> Content Literacy Framework
Weeks 9 – 15 EMB School Placements	<p><b>FRIDAY APRIL 28: EMB FRIDAY SEMINAR</b></p> <ol style="list-style-type: none"> <li><b>Assignment 1:</b> Assessment to Instruction (Part II) Bring copy of reading assessment &amp; AI Summary</li> <li><b>Assignment 3:</b> Content Literacy Framework Upload copy of content literacy lesson to InTASC standard &amp; complete portfolio reflection Link to portfolio standard due in <b>D2L Dropbox by Friday, April 28<sup>th</sup></b></li> </ol> <p><b>FRIDAY, MAY 12: FINAL DAY IN SCHOOL PLACEMENT</b> <b>TUESDAY, MAY 16: EMB FINAL SEMINAR</b></p> <p>Remember to bring 2 copies of your EMB Evaluations. EMB supervisor signs both copies-give one to Dr. Dehart &amp; upload the other copy to credential areas to teaching portfolio.</p>	
Weeks 2-15 SEM School Placement	<p><b>FRIDAY, April 28 (WEEK 13): SEM FINAL DAY IN SCHOOL</b></p> <ol style="list-style-type: none"> <li><b>Assignment 1:</b> Assessment to Instruction (Part II) Bring copy of reading assessment &amp; AI summary</li> <li><b>Assignment 3: Inquiry-Based Teaching</b> Upload copy of content literacy lesson and/or reading lesson from placement to InTASC standard &amp; complete portfolio reflection Link to portfolio standard due in <b>D2L Dropbox by Friday, April 28<sup>th</sup></b></li> </ol> <p><b>MONDAY, MAY 1 – MAY 12 (WEEKS 14-15): SEM Final Meetings Scheduled</b></p> <p>Bring a copy of signed double-entry diary, with teacher signature and overall knowledge, skill, and disposition comments. This is to be scanned and uploaded to credentials area to teaching portfolio.</p>	



Figure 1  
Adopted 2/14/2014

