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

# InTASC Standards & Danielson's Framework

#1. Learner Development       Domain 1: Planning and Preparation         The teacher understands how learners grow & develop, recognizing and across the cognitive, linguistic, social, emotional, and physical areas, and designs & implements developmentally appropriate and challenging learning experiences.       Domain 3: Instructional Outcomes 1: Designing coherent instruction 0: Comain 3: Instructional Outcomes 1: Designing coherent instruction 0: Comain 3: Instructi	In LASC Standards & Danielson's Framework						
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members to ensure learner growth, & to advance the profession.	members to ensure learner growth, & to advance the profession.						

# **Course Assignments & Assessments**

Point Scale Defined: 0 Little evidence  $\rightarrow$ 5 Some evidence  $\rightarrow$ 10 Strong evidence Due Dates for assignments are in the Tentative Schedule.

## **Planning & Preparation**

earning 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

Lear	nin	ig U	utco	ome	es:					
#7:	Pla	nnir	ng fo	or In	stru	ctio	n Th	e pr	eservice teache	r <b>plans instruction</b> that supports every student in meeting
rigo	orou	us le	arni	ng g	oals	by o	drav	ving	upon knowledg	e of <b>content areas</b> , curriculum, cross-disciplinary skills, &
peo	dago	ogy,	as v	vell a	as kr	now	ledg	e of	learners and the	e community context.
0	2	3	4	5	6	7	8	9	10 (instructor)	
#9:	Pro	ofess	sion	al Le	earni	ing a	and	Ethi	cal Practice The	preservice teacher engages in professional learning
cor	nmı	uniti	es a	nd c	onti	nua	lly <b>e</b>	valu	ate and reflect	on his/her practice, particularly the effects of choices and
act	ions	s on	othe	ers (	peei	rs, ir	nstru	ictoi	, 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
В+	92-91
В	90-87
В-	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 <a href="http://www.uwsp.edu/dos/Pages/Information%20for%20Faculty.aspx">http://www.uwsp.edu/dos/Pages/Information%20for%20Faculty.aspx</a>.
  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 <a href="http://www4.uwsp.edu/special/disability/">http://www4.uwsp.edu/special/disability/</a>
- 2. 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.
- 3. 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).
- 4. **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) a failing grade in this class with or without the option of repeating the entire course.
  - b) 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.
- 5. **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 Sche	dule					
Weeks	Topics	<b>Required Readings &amp; Assignments</b>				
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 (Assignment 3)				
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) Assignment 2: Classroom Community Assignment 4: BSG & Diary				
8 March 13 (M) March 15 (W)	Active Content Literacy Classrooms	Assignment 3: Content Literacy Framework				
Weeks 9 – 15 EMB School Placem Weeks 2-15 SEM School	Bring copy of reading assessment & Al Summ 2. Assignment 3: Content Literacy Framework Upload copy of content literacy lesson to InTA Link to portfolio standard due in D2L Dropbox FRIDAY, MAY 12: FINAL DAY IN SCHOOL PLACEM TUESDAY, MAY 16: EMB FINAL SEMINAR Remember to bring 2 copies of your EMB Evaluations. to Dr. Dehart & upload the other copy to credential are FRIDAY, April 28 (WEEK 13): SEM FINAL DAY IN Se 1. Assignment 1: Assessment to Instruction (Par	ary SC standard & complete portfolio reflection by Friday, April 28 <sup>th</sup> IENT EMB supervisor signs both copies-give one as to teaching portfolio. CHOOL t II)				
Placement	ement Bring copy of reading assessment & Al summary 2. Assignment 3: Inquiry-Based Teaching Upload copy of content literacy lesson and/or reading lesson from placement to InTASC standard & complete portfolio reflection Link to portfolio standard due in D2L Dropbox by Friday, April 28 <sup>th</sup> MONDAY, MAY 1 – MAY 12 (WEEKS 14-15): SEM Final Meetings Scheduled 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					

	Tooob	sional Education Program er Candidate Dispositions		Mastering	
Steve	ns Point Figure 1 Adopted 2/	an a	Integrating	Differentiates instruction; advocates for and supports teaching and learning of diversity; sustains democratic classroom cli- mate;	
		Comprehending	Allows multiple perspectives and accepts forms of diversity in non-threatening manner in	reflexivity in practice.	
Dispositions (With WI Teaching	Emerging	Demonstrates understanding of the complexity of multiple	actions, speaking and writing	needed; mentors others wisely.	
	Recognizes democratic values;	perspectives and forms of diversity	Inclusive in group work; demonstrates responsibility for success of the group;		
Standards & InTASC Core Teaching Standards)	demonstrates awareness of diversity	Explains and demonstrates collaborative, respectful	collaborates in respectful ways with others.	Ongoing integration of awareness and careful consideration to inform practice; accepts responsibility for	
WTS 2,3,5,7,10) (InT 1,2,3,7,10)	Explores responsibility to self in relation to others	behavior; articulates personal responsi- bility within a group setting	Listens attentively to, accepts, considers, and appropriately responds to alternate perspectives and constructive criticism; views oneself as a professional Demonstrates critical thinking, flexibility and creativity in	self and others; demonstrates reflexivity and "withitness"	
Responsibility for Self and the Fostering of Collabora- tive Relationships. (WTS 5, 6, 10) (InT 3, 10)	,/	Understands and articulates interrelationships across coursework, life experiences		Models flexibility, creativity and critical thinking in all aspects of teaching and learning; inspires students and others to think critically	
	Acknowledges one's strengths and limitations; develops metacognition	and their impact on one's learning			
Reflectivity about Teaching, Learning and Interactions (WTS 2,3,8,9) (InT 1,2,6,9)	Values creative approaches to	Articulates and demonstrates creative multiple problem-	problem-solving; seeks and respects the perspectives of	and creatively when problem-solving	
Creativity and Critical	problem-solving	solving strategies	others Takes initiative to do what	Establishes and pursues an ongoing professional growth agenda that fosters success for self and others	
Thinking in Teaching, Learning and Problem Solving (WTS 1.2.3,4,7) (InT 1.2.4,7,8)	Explores the meaning of excellence in the contexts of	Demonstrates a willingness to be challenged and persists in professional growth	needs to be done and seeks Input and resources to ensure greater success		
Perseverance for Excellence (WTS 1-10) (InT 1-10)	teaching and learning		Presents self, acts, and inter- acts in professional manner;	Models professionalism in interactions with others;	
Professionalism in Teaching, Learning and Interactions	Values respectful working relationships with others	<ul> <li>Understands and articulates value of professional and personal relationships; engages in professional net- working</li> </ul>	demonstrates and facilitates ethical and professional behavior	uses current and best practices in content and methods of the profes- sion; committed to and engages in life-long learning	