

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

University of Wisconsin – Stevens Point

Elementary Methods Block

Spring 2016

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

Section 2: Wednesday 4:00 – 6:30 CPS Rm 208

Monday Seminars: 2:00 – 3:00 CPS Rm 116

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Office Hours: Wednesdays 11:00 – 12:00 & 2:15 – 2:45

The brain remembers what the heart cares about. ~Hobbs

The purpose of this course is to examine beliefs, practices, and materials for teaching reading in a workshop environment. Preservice teachers investigate and share best practices and structures (i.e. Optimal Learning Model) that provide a foundation for responsive reading instruction across grades, developmental levels, and content areas. For 8 weeks, preservice teachers reorganize their current knowledge (e.g., former & current education courses, experiences) through course activities and discussions. Throughout this elementary methods course, preservice teachers are refining their teaching dispositions at the “integrating” level towards mastery while in student teaching. The Professional Education Program’s teaching dispositions are taken *very* seriously and discussed throughout the semester.

Course assignments are embedded in Danielson’s Framework for Teaching (DFFT) and align to the Interstate New Teachers Assessment and Support Consortium (INTASC) standards. DFFT is a recognized protocol used to evaluate classroom teachers across the nation. The edTPA, an evaluative tool used during student teaching, is based on Danielson’s Framework.

Course 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. (purchase)

Allington, R. (2009). *What really matters in response to intervention: Research-based designs.* Boston, MA: Pearson. (optional)

Dispositions: <https://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionsModel.pdf>

edTPA: <http://www3.uwsp.edu/education/Pages/edtpa.aspx> <http://www.corestandards.org/ELA-Literacy/>

Teaching Channel: <https://www.teachingchannel.org/videos>

RtI: <http://rti.dpi.wi.gov/> <http://www.wisconsinrticenter.org/>

INTASC Standards & Danielson's FFT Crosswalk

INTASC Standards	DFFT
<p>#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.</p>	<p>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</p>
<p>#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>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students</p>
<p>#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-motivation.</p>	<p>Domain 2: Classroom Environment 2a: Creating environment of respect & rapport Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#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.</p>	<p>Domain 1: Planning and Preparation 1a. Demonstrate Knowledge of Content & Pedagogy 1e: Designing coherent instruction Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#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.</p>	<p>Domain 3: Instruction 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility & Responsiveness</p>
<p>#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.</p>	<p>Domain 1: Planning and Preparation 1f: Designing student assessments Domain 3: Instruction 3d: Using assessment in instruction</p>
<p>#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, as well as knowledge of learners and the community context.</p>	<p>Domain 1: Planning and Preparation 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p>#8: Instructional Strategies The teacher understands & uses a variety of instructional strategies to encourage learners to develop understanding of content areas and connections, & to build skills to apply knowledge meaningfully.</p>	<p>Domain 3: Instruction 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning</p>
<p>#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning & uses evidence to evaluate his/her practice, the effects of his/her choices & actions on others (learners, families, other professionals, community), & adapts practice to meet the needs of learner.</p>	<p>Domain 4: Professional Responsibilities 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p>#10: Leadership and Collaboration The teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, & to advance the profession.</p>	<p>Domain 4: Professional Responsibilities 4c. Communicating with Families 4d. Participating in a Professional Community 4f: Showing professionalism</p>

Course Assignments

Domain 1: Planning & Preparation (Lesson Plan *portfolio artifact)

Learning Outcome: Preservice teachers will collaborate with others to develop an understanding and appreciation of teaching reading by planning a lesson and justifying those plans (InTASC Standards 1-10).

Learning Objective: By investigating and exploring the different parts of a lesson plan and planning commentary, preservice teachers collaborate with peers and instructor to plan (write) a reading lesson and related planning commentary as an edTPA exemplar and UWSP portfolio artifact.

Assignment #1: Lesson Plan

1. Partners review a completed lesson plan prior to planning and writing their own reading lesson. On week 2 and during class, partners (with whole group) watch a lesson from <https://www.teachingchannel.org/videos>. Partners will discuss with instructor/peers the components of an effective lesson. As they watch the lesson, partners take notes in the lesson template.
2. Partners will then plan & write their own lesson from watching a video, of their choice, on the teaching channel.
3. Make sure to find a video that interests you and your partner (e.g., grade level, subject). Remember, the lesson you create is **WHAT YOU WOULD TEACH** the **NEXT** day & highlights a reading skill (strategy) within a subject (math, language arts, science, social studies).
4. Partners will demonstrate the procedure section in class (see schedule).
5. Lesson Plan _____ /40 Points.

40 points: All sections include accurate literacy language and practices, academic teaching/literacy language in **bold** font (10 words), 2-3 references are correctly cited (sections and reference section), procedure section follows the optimal learning model (OLM), and all sections complete and easy to follow. Partners effectively demonstrate the procedure section.

39-30: Some sections include inaccurate language and practices. Less than 10 words (academic language) are bolded, procedure section contains some adherence to the OLM. Partners have a difficult time demonstrating the procedure section (i.e., confusing).

29 & below: Directions not followed and demonstration not completed.

Domain 2: Learning Environment (Commentary *portfolio artifact)

Learning Outcome: Preservice teachers will demonstrate “integrating to mastering” dispositions that support their developing knowledge and skill of effective teaching and learning (INTASC Standards 1-4, 8-10).

Learning Objective: Preservice teachers and instructor will collaborate peers and instructor, in a workshop environment, by writing a planning commentary together.

Writing together allows students to work through the writing process in a social context in which they can both see the variations possible in areas like brainstorming and organizing and also experience the recursive [nature] of the writing process." (Dale, 1997, *Co-authoring in the classroom: Creating an environment for effective collaboration*, p. 70)

Assignment #2: Commentary

1. As a group, we will choose a lesson plan from Assignment #1.

2. There are 4 sections. With a partner, you will write in your assigned planning commentary section.
3. Your commentary section should include at least 2 references that support theory/practice. Make sure you add these references to the “reference” section in APA format.
4. Do **NOT** bold academic language.
5. Share your section. Peers will provided feedback. Revise section. Share again. Upload with lesson plan to your teaching portfolio by end of practicum experience.
6. Commentary _____/10 points.

Domain 3: Instruction (Teacher Journal)

Learning Outcome: Preservice teachers will learn about best practices from teacher resources to support the learning needs of all students (InTASC Standard 1-10).

Learning Objective: Preservice teachers will keep a teacher journal, share and demonstrate their learning.

Assignment #3: Teacher Journal

1. As you read *Reading Essentials & Opening Minds*, keep track of your learning and connections in 6 journal entries that include date and chapter titles. Journals are at least 1 page in length.
2. Bring Teacher journals to every class. Put them out during book club time for weekly 5 points.
3. Teacher Journal _____/30 Points

Domain 4: Professional Practice (ILT & Practicum Requirements)

Learning Outcome: Preservice teachers will practice motivating and engaging literacy instruction and continue to conduct themselves professionally in all learning & teaching environments (INTASC Standards 3, 4, 8-10).

Learning Objective: Preservice teachers will learn how interactive literacy tools can be used to integrate classroom procedures, literacy or content, and motivate students to learn/share learning.

Assignment #4: Interactive Literacy Tools (ILT)

1. Use an ILT to create something that highlights your learning of course content or that can be shared with your future students.
2. Brainstorm these ideas. Share these ideas. Finalize a plan.
3. Next, go to readwritethink.org and look over the different interactive literacy tools. Revise plan if necessary. Choose the type of interactive tool that best fits your plan.
4. Create a 20 point rubric that assesses the product you create and share with your peers (see schedule).
5. Interactive Literacy Tools _____/20 points

Assignment #5: Practicum Requirements

- **Elementary Education Majors: 1)** Complete *Routman’s Reading Conference Form (D2L)* on 2 students (different reading levels). Write a brief reflection on the back of one of these forms, reflecting on student’s needs, strengths, and plans for instructional strategies and methods to support their literacy development.
- **Special Education Majors:** You will not attend seminars or be placed in the schools (last 8 weeks). However, you are responsible for all assignments and the following: 1) Meet 5-7 hours to work with a group of Professor Helgeson’s third graders that are struggling with phonemic awareness **AND** complete 3 or more DRAs.

Assignments	Points Possible
Lesson Plan	40
Commentary	10
Teacher Journal	30
Interactive Literacy Tools	20
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

1. **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>. **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied. **Students with disabilities:** If you need special accommodations to meet any of the course requirements, you should 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/>
2. **Attendance, Professionalism, & Requirements:** The attendance policy for attending this course is that preservice teachers attend **all classes**, conduct themselves in a professional manner, and complete all readings **PRIOR TO CLASS**, assignments, and requirements written in this syllabus. Points are **NOT** given for attendance, professionalism, and course requirements **but will be deducted** for missing class, professionalism unbecoming of a soon-to-be educator, and not meeting the requirements written out in each assignment (instructor's discretion as to point deduction / lowering of letter grade).
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. Please inform the instructor by email, prior to class, if missing class or late to class. If you do not send an email, it will be considered an unexcused absence. Students are responsible for all content missed due to absences. **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 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.

4. **Dispositions:** The instructor is mindful that your next step in the PEP is student teaching. Your interactions and conduct in this class, with children, your peers, your cooperating teacher, school staff, and with 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 be affected (instructor's discretion). In class emailing, texting, surfing, and cell phone use for non-class activities will result in deduction of points. Concerns related to these 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.
5. **Readings & Assignments: Assigned readings are read before coming to class.** Depending on the assignment, hand in a hard copy or upload to D2L. Bring materials needed to each 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 rubrics. 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

- **Adjustments** or changes related to the schedule content, activities, and assignments are the instructor's discretion. The instructor will inform students of any and all changes and/or conflicts.
- **Materials Needed for Class** include the books, **assigned readings (for class activities, posted on D2L)**, materials for class activities/demonstrations/share time, and teacher journal. Bringing a laptop or writing device to class will be discussed.
- **Formative Assessments:** In the next 8 weeks the instructor will infuse important information, not shown in the schedule, relating to best literacy practices. The instructor will gather evidence of preservice teacher learning each week to guide next week's instruction.

WK	Topics & Activities	Assignments & Materials Needed
1	Learning Community <ul style="list-style-type: none"> •Course Overview •Learning Practices •Proficient Collaborators 	1. Syllabus (D2L)
2	The Why & How of Teaching Reading <ul style="list-style-type: none"> •Designing an Effective Lesson •Optimal Learning Model 	2. Lesson Plan Template (D2L) 3. Routman Chapter 4 (Teacher Journal)
3	Teaching with Intention <ul style="list-style-type: none"> •Designing a Lesson •Learning Worlds: Simplify, Bond, Share •CPS Lab 105 (section 3) 	4. Routman Chapters 1-3 & Johnston Chapter 2 (Teacher Journal)*
4	Teaching with Intention <ul style="list-style-type: none"> •Designing a Lesson •Learning Worlds: Simplify, Bond, Share •CPS Lab 105 (section 2) 	5. (see above*)

5	Support & Promote Student Thinking <ul style="list-style-type: none"> •Comprehension •Assessment 	6. Routman Chapter 7-8 (Teacher Journal)
6	Reflect, Share, Teach <ul style="list-style-type: none"> •Organize Independent Reading •Classroom Library & Materials •Lesson Alive! (Assignment 1) •Write Commentary, together (Assignment 2) 	7. Routman Chapters 5-6 (Teacher Journal) 8. Demonstrate Lesson Procedures (Assignment 1) Week 6-8
7	Preventing Reading Failure <ul style="list-style-type: none"> •Shared Reading •Guided Reading •RTI •Lesson Alive! •Revise Commentary •Interactive Literacy Tools 	9. Routman Chapters 9-10 & Johnston Chapter 4 (Teacher Journal)* 10. RTI Reading (D2L) <ul style="list-style-type: none"> • <i>Assignment 3: Teacher Journal (completed)</i> • <i>Assignment 4: Interactive Literacy Tools</i>
8	Closure & New Beginnings <ul style="list-style-type: none"> •Lesson Alive! •Finalize Commentary •Interactive Literacy Tools 	11. Johnston Chapter 8 (Teacher Journal)
9	First Practicum Week	
		<ul style="list-style-type: none"> • <i>Assignment 1 & 2: Lesson Plan & Commentary (D2L Dropbox, link to teacher portfolio)</i> • <i>Assignment #5: Practicum Requirements (hand in during Final Seminar Meeting)</i>

EDUC 309 Preservice Teacher Professional Dispositions

In signing this contract I am willing to work towards, practice, discuss, and review these specific professional dispositions during class sessions and/or independently with Professor Cate (points may deducted from overall points for minor-major dispositions issues that are not resolved, professor's discretion). 309 Preservice Teachers exhibit the behaviors in the evident column and moving into (if not already there) the strength column by middle of EMB.

Signature: _____ Date: _____

Strength - Clearly exhibits a pattern of behavior that indicates that he/she possesses this characteristic.

Evident - Exhibits a pattern of behavior that provides some evidence that he/she possesses this characteristic.

Concerned - Exhibits a pattern of behavior inconsistent with this characteristic

DISPOSITION	CONCERNED	EVIDENT	STRENGTH
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

Contract between Professor Cate & _____ Section: _____ Date: _____

A check means that you are in agreement with the following statements & more importantly, throughout the semester, if one or more of the statements becomes an issue that it is immediately brought to the attention of Professor Cate. With open and caring minds, a professional (and private) discussion will take place on how we can best learn together.

✓ Check

_____ 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 Professor Cate 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 Professor Cate), share my ideas, and respectfully listen to others.

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

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

_____ Throughout the course, if the course objectives and requirements are NOT clear, I will let Professor Cate know.

_____ Throughout 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 Professor Cate know.

_____ Throughout the course, if the course workload seems like too much (based on objectives and requirements of the course) I will discuss this with Professor Cate.

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

_____ If at any time I feel the instructor is NOT excited about the content, encourages active participation, respectful & caring, provide useful feedback, and/or is using ineffective teaching methods I will chat with Professor Cate about it earlier rather than later.

Teaching Practices and Danielson's FFT Crosswalk

Teaching Practices	Danielson's Framework for Teaching
1. Student-Centered Management	2a. Creating an environment of respect and rapport 2d. Managing student behavior 4d. Participating in a Professional Community
2. Teacher Language	2b. Establishing a culture for learning 4f. Showing Professionalism
3. Responsibility and Choice	2b. Establishing a culture for learning 2c. Managing classroom procedures 4d. Participating in a Professional Community
4. Warmth and Support (Teacher and Peer)	2a. Creating an environment of respect and rapport 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness 4d. Participating in a Professional Community 4f. Showing Professionalism
5. Cooperative Learning	2b. Establishing a culture for learning 3c. Engaging students in learning 4d. Participating in a Professional Community 4f. Showing Professionalism
6. Classroom Discussions	2b. Establishing a culture for learning 3b. Using questioning prompts and discussion 3c. Engaging students in learning 4d. Participating in a Professional Community
7. Self-Reflection and Self-Assessment	4a. Reflecting on Teaching 4e. Growing and Developing Professionally
8. Balanced Instruction	3a. Communicating with students 3c. Engaging students in learning
9. Academic Press and Expectations	2b. Establishing a culture for learning 4d. Participating in a Professional Community
10. Competence Building— Modeling, Practicing, Feedback, Coaching	3a. Communicating with students 3d. Using assessment in instruction 4d. Participating in a Professional Community