

Education 741
Improvement of Reading
September 5 – December 15, Fall 2017

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Kierkegaard wrote: Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand . . . what he learns and the way he understands it.

Purpose

This course is designed to investigate and apply best practices in literacy development, reading curriculum, and related research. This course blends face-to-face meetings with an on-line learning environment.

Texts

Routman, R. (2014). *Read, write, lead: Breakthrough Strategies for Schoolwide Literacy Success*. ASCD: Alexandria, VA. (Required)
Dudley-Marling, C. (2015). *Preparing the nation's teachers to teach reading*. Garn Press: New York, NY. (Recommended)

Learning Outcomes

- ☀ To articulate literacy beliefs and determine best practices to support beliefs
- ☀ To become knowledgeable about the instructional approaches, responsive instruction, interventions, productive feedback, professional literacy communities
- ☀ To build a strong knowledge base of literacy education by reading profession journals and publications and collaborating with professionals
- ☀ To be able to initiate, participate in, and/or apply research on literacy
- ☀ To inquire into topics and develop a reflective and purposeful approach to literacy learning (i.e., CCSS: common language, full picture of literacy, healthy balance)
- ☀ To develop understandings about current and historical literacy education perspectives

Enduring Understandings

- ☀ Literacy beliefs drive literacy instruction
- ☀ Optimal Learning Model serves as a foundational framework for teaching and learning
- ☀ Implementation of the workshop model to support and differentiate literacy instruction
- ☀ How time, purposeful talk, matching texts to readers, authentic tasks, and assessment influence literacy learning
- ☀ Essential elements needed to support literacy instruction for all students
- ☀ Common Core Standards across grade levels

Essential Questions

- ☀ How does literacy instruction reflect literacy beliefs?
- ☀ How do we learn to read?
- ☀ What makes learning to read difficult?
- ☀ How can literacy growth be accelerated?
- ☀ What are the essentials for developing a literate, democratic society?

Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all of the teacher standards. Retrieved from <https://dpi.wi.gov/tepd/programs/standards>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>. The Rights and Responsibilities document also includes the policies regarding academic misconduct. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <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 me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Course Tasks

1. Conversation Task (70 Points)

Assessment: Response/Peer Feedback (14 posts, 5 points each)

Due: By Sunday (D2L: Discussion Area)

Description: Teacher-learners are engage discussion posts within each module.

Collaborating in a professional learning community, teacher-learners read teacher resources (content area) and Routman's text, and draw from their current teaching practices to participate in face-to-face and online conversations. Teacher-learners reference their WQH Organizer to discuss guiding questions/prompts. The conversation task seriously incorporates timely, professional participation.

2. WQH Organizer Task (35 Points)

Assessment: WQH Organizer Criteria (7 chapters, 5 points each)

Due: See schedule (bring to face-to-face meetings)

Description: Teacher-learners document and share **What** they learn, **Questions** they have, and **How** to find the answers in a WQH Organizer. **What** you learn and the **questions you have** drive the **how** piece of the organizer.

WQH Organizers **ARE NOT UPLOADED**, but used to support course tasks! The instructor will check WQH Organizers at face-to-face meetings. The WQH organizer supports:

- 1) Conversations-online and campus meetings (task 1)
- 2) teacher-learners to find the answers to questions that matter to them
- 3) Manuscript writing with solid research-based evidence (see task 2).

3. **Manuscript Task (50 Points)**

Assessment: Checkbric

Final Draft Due: December 15th (D2L Dropbox)

*3 Drafts (10 points each) *see schedule for due date of each draft*

3-5 Resources (10 points)

Final Draft (10 points)

Description: Teacher-learners prepare to publish a piece (articles, essay, or a report) related to practical classroom application and research-based theories to improve literacy learning. Teacher-learners begin the process of writing a manuscript, for future submission to a literacy journal. Manuscripts relate to current teaching environments and provide other educators with an appropriate blend of practical classroom application with solid theoretical framework. The WSRA call for manuscripts explains that “high-quality articles, essays, and reports of different types on reading and literacy education are considered for inclusion in the journal” (WSRA Manuscript Page).

You may choose to write with a class peer, colleague, or other (instructor approval needed). Teacher-learner invites the instructor to a **Google Doc** environment, for writing support. Manuscripts are works-in-progress; however, the final draft of your manuscript should still be a clean, well-written, original piece of research-based instruction that focuses on improving literacy learning.

Regarding the 3-5 resources, teacher-learners reference Routman’s book and resources they’ve discovered from investigating further—spinning off of the 3rd column of the WQH Organizer. Teacher-learners will share (and document) their 3-5 resources in the discussion area of D2L.

4. **Literacy Narrative Task (20 Points)**

Assessment: Narrative Criteria

Due: Sunday, October 15th (D2L: Dropbox)

Description: Share your literacy story (3-4 pages). Write a first person account, in narrative essay form, of how you became a literate person. Bring draft to first face-to-face meeting. Narrative samples provided.

5. **Interview Report (25 Points)**

Assessment: Report Criteria

Due: Sunday, November 5th (D2L: Dropbox)

Description: Observe and interview a Title 1 or Reading Specialist. From your course readings, ask questions that you believe are important and will support your developing and exiting knowledge of instructional approaches. Interview samples provided.

Task Points & Grading

Conversation & Participation	70
WQH Organizers	35
Manuscript	50
Literacy Narrative	20
Interview Report	25
TOTAL	200 Points

184-200	A
176-183	A-
168-175	B+
152-167	B
144-151	B-
136-143	C+
112-135	C
104-111	C-

Face-to-Face Meetings

During the first meeting, discussions on the way following 2 meetings will be discussed. Depending on traveling distances, there are other options available where the teacher-learner may choose to be present but via technology.

- ✓ *Saturday, October 7, 2017 - CPS Room 233. 10 AM – 3PM*
- ✓ *Saturday, October 28, 2017 - CPS Room 233. 10 AM – 3PM*
- ✓ *Saturday, November 18, 2017 - CPS Room 233. 10 AM – 3PM*

Tentative Course Calendar

Teacher-learners move through the following **seven modules**; learning from each other, instructor, their readings, and investigations online and during face-to-face meetings. In order to build a thriving learning environment, instructors and teacher-learners interact online, on a weekly basis.

Module 1: Tuesday, September 5th – Sunday, September 17th

- Conversation with Instructor regarding course tasks, meetings, teaching position, etc.
- Information shared through Email and Text
- Discuss face-to-face meetings and online environment
- Read Routman Chapters 1 & 2, practice using WQH organizers
 - Purpose of WQH organizer

Module 2: Monday, September 18th – Sunday, October 1st

- Read Routman Chapter 3 (w/ WQH organizer)
- By Sunday (Oct. 1): Post a response & comment on a peer's response (Discussion Area)
- Post Resource (Discussion Area)
- Read Module 2 articles/resources – use these to support your posts (task 1) and support manuscript writing (task 2 & 3)
- Manuscript Task: Look over Journals (Content Area), look over content, formats, style of writing, etc. and begin to decide what you might write about

Module 3: Monday, October 2nd – Sunday, October 15th

- Read Routman Chapters 4 (w/ WQH Organizer)
- By Sunday: Post response/comment
- Post Resource
- Read Module 3 articles/resources

- Invite instructor to Google Doc to support manuscript, after first face-to-face meeting
- Literacy Narrative Due: Sunday, October 15th (task 4)

Saturday, October 7, 2017 - CPS Room 233. 10 AM – 3PM (Agenda and a list of what to bring will be sent)

- FYI: We will begin the manuscript task so bring idea/focus for manuscript, make sure to check out the journal/articles in content area (task 3)

Module 4: Monday, October 16th – Sunday, October 29th

- Read Routman Chapters 5 (w/ WQH Organizer)
- By Sunday: Post response/comment
- Post Resource
- Read Module 4 articles/resources
- Manuscript Draft 1 Due: Sunday, October 29th (task 3)

Saturday, October 28, 2017 - CPS Room 233. 10 AM – 3PM (Agenda and a list of what to bring will be sent)

Module 5: Monday, October 30th – Sunday, November 12th

- Read Routman Chapter 6 (w/ WQH Organizer)
- By Sunday: Post response/comment
- Post Resource (done posting resources)
- Read Module 5 articles/resources
- Interview Report Due: Sunday, November 5th (task 5)
- Manuscript Draft 2 Due: Sunday, November 12th (task 3)

Module 6: Monday, November 13th – Sunday, November 26th

- Read Routman Chapter 7 (w/ WQH Organizer)
- By Sunday: Post response/comment
- Read Module 6 articles/resources
- Manuscript Draft 3 Due: Sunday, November 26th (task 3)

Saturday, November 18, 2017 - CPS Room 233. 10 AM – 3PM (Agenda and a list of what to bring will be sent)

Module 7: Monday, November 27th – Sunday, December 10th

- Module 7 Reading article/resources
- By Sunday: Post response/comment
- Final Manuscript Draft Due: Friday, December 15th (task 3)