

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

University of Wisconsin – Stevens Point
Elementary Methods Block - Fall 2017

Section 1: Monday & Wednesday 9:30 -10:45 a.m. CCC 114

Professor: Dr. Fernholz

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Office Hours: Monday & Wednesday 11:00 – 12:00 ♦ Or by appointment

Course Description

The purpose of this course is to examine beliefs, practices, and materials for teaching reading. Our major focus will be current issues in teaching reading across developmental and grade levels as well as integrating reading throughout the curriculum. We will explore differentiated instruction to accelerate reading development for all students. Course performance tasks will emphasize application of the Optimal Learning model for teaching and learning. We will also include the following in our considerations of assessment and instructional practices: the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Response to Intervention Framework (RtI), edTPA for Elementary Literacy, the Common Core State Standards (CCSS) in Reading and Language Arts, and the Wisconsin Educator Effectiveness Framework.



The single most powerful variable in student reading achievement is the quality of teaching. However, what does *quality* mean? What does it look like in a real classroom? This course is designed to help every teacher educator become a **best practice** teacher of literacy. Theory and techniques for developing and implementing best practice literacy instruction will be presented. Contextualizing scientific research and best practice that focuses on constructivism teaching approaches will define “**Best Practice Literacy Instruction**”.

Lastly, in this course and throughout the semester, preservice teachers will refine their **teaching dispositions** at the integrating level (p. 10) by developing **sustainable literacy practices**—specifically values thinking. Educators should demonstrate and exhibit a strong sense of **fairness and social justice**. This is especially true the classroom as a model for performance beyond the classroom (Warren, Archambault & Foley, 2015). According to NCATE (2008), professional dispositions are the professional characteristics that educators demonstrate through verbal (and nonverbal) behaviors as they interact with colleagues and community, students, and families.

Course Objectives/Outcomes:

- Effective reading, writing, speaking, listening, and visual communication skills that embrace all components of balanced literacy as defined by the National Reading Panel.
- Effective critical thinking through problem solving, informed, and ethical decision-making, and synthesis of theory and practice.
- Ascertain a truly balanced literacy program with significant knowledge that **how** you teach is just as important as **what** you teach.
- Effective use of teaching strategies and skills to apply and integrate knowledge to solve problems in reading and writing proficiencies.
- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- Distinguish among major theoretical models of literacy learning.
- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Articulate a constructivist approach for developing a classroom literacy program.
- 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.
- Evaluate literacy materials that address the needs of various developmental and multicultural levels of students in elementary and middle schools.
- Integrate literacy strategies at all elementary levels and in all content areas
- Demonstrate understanding of and competence in the ten teacher standards.
- Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a shared vision of learning endorsed by the school community.
- Reflect on personal experiences and articulate understandings gained and modified.
- To understand how literacy strategies and teaching tools align with content-area teaching/learning. An emphasis placed on **RTI** (Response to Intervention) and **DI** (Differentiated Instruction).
- To recognize how the curriculum standards movement and curriculum framework affects unit/lesson development.

Course Texts

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

Portsmouth, NH: Heinemann. (Rental)

Ellery, V. (2014). *Creating strategic readers (3rd Edition)*. Huntington Beach, CA: Shell Education.

Cate, C. Fernholz, L. & Armstrong, J. (Eds.). (2017). *Absolutely not another reading test study guide: Cultivating knowledge of responsive literacy practices to get ready to TEACH and pass the FoRT*. Iola, WI: BA Diggers, LLC. (Recommended)

General Course Expectations & Methodology:

- Because of the accelerated nature of the EMB program, it is crucial that students attend all classes. If an absence deemed necessary, discussion per individual basis prior to class absent.
- Please note that this is a rigorous literacy course with significant learning outcomes.
- Active class and group participation is an important component.
- Expected that assigned text readings completed prior to class unless assigned during class meeting time. Reading diary notes are required.
- UWSP Elementary Education Major level writing skill is expected. UWSP SOE students will communicate effectively in writing, shaping their writing in relation to subject, purpose, medium, context, and intended audience.
- All work is to be in the student's own words unless quotation marks and referenced pages provided.
- APA style required for documentation of references.
- Work turned in on the assigned date. If there is a problem, please contact the instructor.
- Academic integrity is expected. Refer to the Student handbook.
- Grade deduction can occur for assignments that are late or do not reflect a quality of work expected of UWSP SOE major level work.
- UWSP and this instructor positively affirm the intent of the American Disability Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor for appropriate arrangements and accommodations.
- Course activities include numerous readings, whole-class presentations and discussion, individual practice with strategic literacy instruction, small group interactions and presentations, tutoring of an elementary child, videos and guest speakers. This rigorous course is intended to prepare EMB participants with the skills, knowledge and dispositions necessary for successful classroom teaching.



Course Assignments

1. A literacy binder will be created over the eight weeks of class (September 5 – October 25)
 - The Binder will have four sections (1) Literacy Instruction & Assessment; (2) Writing Instruction & Assessment; (3) Personal Philosophy of Teaching Literacy; (4) Diary notes *Writing Essentials & Creating Strategic Readers*, literacy tutoring summary, reading conference forms and a children's book bibliography (100 points).
2. A formal paper, "My Personal Philosophy of Teaching Literacy" organized and peer edited prior to week 8. The final paper is due December 1, 2017 using dropbox on D2L. Additionally, a peer review scored rubric of the final submission is required. Suggested reviewers include any professor, cooperating teacher, past teacher, principal or fellow EMB classmate placed in your same building. Their signature must be present on submitted rubric (100 points).
3. Group Presentation ~ Best Practice Elementary Literacy Groups will form based on topic choices. Presentations will model, teach and share evidence of best practice. Due dates TBD (75 points).
4. Read-Aloud! Student will read a picture book with appropriate teacher discourse. Due Week 6 & 7 (20 points).

5. **10 Hours Tutoring:** Complete **ONE** Reading Conference Form per visit. Forms must be included in final binder (50 points).
Course Rubrics

Formal Essay Rubric

Forming a Personal Philosophy of Teaching Literacy

Author _____ Peer Reviewer _____



Criteria	Exemplary	Proficient	Needs Improvement	Unacceptable	Student Grade	Peer Review Grade
Organization (25 percent)	<input type="checkbox"/> Intro grabs attention, is informative, general to specific, preview of points <input type="checkbox"/> Clear, concise, arguable thesis with strong verb <input type="checkbox"/> Body paragraphs clearly organized around thesis <input type="checkbox"/> Strong topic/concluding sentences <input type="checkbox"/> Conclusion specific to general, offers insight, revisits thesis and key points	<input type="checkbox"/> Intro informative, general to specific, some preview of points <input type="checkbox"/> Wordy/awkward, arguable thesis with strong verb <input type="checkbox"/> Most body paragraphs organized around thesis <input type="checkbox"/> Most topic/concluding sentences strong <input type="checkbox"/> Conclusion specific to general, some mention of thesis and key points	<input type="checkbox"/> Intro missing key info, not general to specific, no preview of points <input type="checkbox"/> Thesis weak/not arguable with weak verb <input type="checkbox"/> Body paragraph not organized around thesis <input type="checkbox"/> Weak topic/concluding sentences <input type="checkbox"/> Conclusion not specific to general, little or no mention of thesis and key points	<input type="checkbox"/> Introduction missing or severely underdeveloped <input type="checkbox"/> No thesis/argument <input type="checkbox"/> Body paragraphs missing or tend to summarize (no support for thesis) <input type="checkbox"/> Missing topic/concluding sentences <input type="checkbox"/> Conclusion missing or severely underdeveloped <input type="checkbox"/> Rewrite necessary		
Support And Development	<input type="checkbox"/> Two strong, well-developed assertions/examples per body paragraph <input type="checkbox"/> Two quotes per body paragraph that provide meaningful evidence to support assertions <input type="checkbox"/> Well-prefaced quotes <input type="checkbox"/> Reflective comments that provide insightful analysis of assertions/quotes <input type="checkbox"/> Appropriate transitional elements <input type="checkbox"/> Fully developed ideas with excellent detail; draws insightful conclusions and demonstrates critical thinking	<input type="checkbox"/> Two moderately developed assertions/examples per body paragraph <input type="checkbox"/> Most quotes provide meaningful evidence to support assertions <input type="checkbox"/> Most quotes adequately prefaced <input type="checkbox"/> Some reflective comments that provide analysis of assertion/quotes <input type="checkbox"/> Some appropriate transitional elements <input type="checkbox"/> Well-developed ideas with adequate detail; draws some conclusions and demonstrates some critical thinking	<input type="checkbox"/> Underdeveloped/inaccurate assertions/examples in body paragraphs <input type="checkbox"/> Missing some quotes or some inappropriate/random ones or restates assertion rather than proves it <input type="checkbox"/> Few quotes adequately prefaced <input type="checkbox"/> Few reflective comments (often restates assertion); little analysis of assertion/quotes <input type="checkbox"/> More transitional elements needed or some inappropriate ones <input type="checkbox"/> Moderately developed ideas with some detail; draws few conclusions and demonstrates little critical thinking	<input type="checkbox"/> One (or more) assertions/examples missing in body paragraphs <input type="checkbox"/> No quotes or many inappropriate ones with no connection to argument <input type="checkbox"/> No quotes prefaced <input type="checkbox"/> No reflective comments; no analysis of assertion/quotes <input type="checkbox"/> No transitional elements <input type="checkbox"/> Underdeveloped ideas with little or no detail; does not draw conclusions or demonstrate critical thinking <input type="checkbox"/> Rewrite necessary		

(40 percent)						
Syntax, Diction, and Mechanics (30 percent)	<input type="checkbox"/> Sophisticated precise vocabulary <input type="checkbox"/> Varied sentence structure <input type="checkbox"/> Appropriate verb tense with active verbs <input type="checkbox"/> No run-ons or fragments <input type="checkbox"/> Displays overall accuracy	<input type="checkbox"/> Appropriate vocabulary <input type="checkbox"/> Some varied sentence structure <input type="checkbox"/> Inconsistencies with tense, some active verbs <input type="checkbox"/> A few run-ons or fragments <input type="checkbox"/> Displays some errors that do not compromise understanding of writing	<input type="checkbox"/> Limited vocabulary (some slang/colloquial expressions) <input type="checkbox"/> Inadequate sentence structure <input type="checkbox"/> Many errors with tense, weak/passive verbs <input type="checkbox"/> Many run-ons or fragments <input type="checkbox"/> Displays many errors that compromise understanding of writing	<input type="checkbox"/> Simplistic vocabulary (many slang/colloquial expressions) <input type="checkbox"/> No variety in sentence structure <input type="checkbox"/> Displays glaring errors that seriously compromises understanding of writing <input type="checkbox"/> Rewrite necessary		
Format (5 percent)	<input type="checkbox"/> 12 font, double spaced <input type="checkbox"/> Creative title that reflects thesis <input type="checkbox"/> No errors in pagination <input type="checkbox"/> Correct citation punctuation (APA) <input type="checkbox"/> Writing in third person POV (no "I" or "you")	<input type="checkbox"/> Title reflects thesis <input type="checkbox"/> Some errors in pagination <input type="checkbox"/> Minor errors in citation punctuation <input type="checkbox"/> Inconsistencies with POV	<input type="checkbox"/> Title does not reflect thesis <input type="checkbox"/> Many errors in pagination <input type="checkbox"/> Major errors in citation punctuation <input type="checkbox"/> Many inconsistencies with POV	<input type="checkbox"/> No title <input type="checkbox"/> No pagination <input type="checkbox"/> No citation punctuation <input type="checkbox"/> Inconsistencies with POV - compromises meaning <input type="checkbox"/> Rewrite necessary		

Score: _____

Final Grade: _____

Rewrite Grade: _____

Required Signature:



Group Presentation – Best Practice in Elementary Literacy

	Proficient ~ 5 Points	Basic ~ 3 Points	Minimal ~ 1 Point
Clarity	The speaker clearly described the contents of the presentation.	Most parts were clear, however some parts could have profited from more detail or explanation	It was difficult to follow the explanation
Organization	Presentation was well organized; transition points were clearly indicated	Presentation was organized but transitions were not well marked	Presentation lacked organization
Synthesis	A concise synthesis of the most important components was presented	Some components were not synthesized but presented as separate with little relationship to other components.	Components were presented as separate entities.
Conclusions	Final conclusions were made clear to the audience	Final conclusions were presented but more detail would have been helpful	Final conclusions were not presented or presented in a confusing manner
Significance	The significance of the project was addressed in specific terms	The significance of the project was addressed in general terms.	The significance of the project was not addressed or addressed in an incomplete manner.
Presenter Presence	The presenter appeared confident, made eye contact, and used expression and enthusiasm	The presenter seemed uncomfortable at times, occasionally avoided eye contact and seemed to lack enthusiasm or expression	The presenter was considerably uncomfortable in front of the audience.
	The presenter was natural in his/her delivery and did not read from a script	The presenter was natural for the most part, however, at times s/he read from notes.	The presenter read from a script.

Visual Aspects	The presentation was enhanced by visuals (power point, overheads; hand-outs).	Visuals were used, however, their relationship to the presentation was not always clear	No visuals were used
	Slides/overheads/handouts focused on important components.	Slides/overheads focused on important components for the most part	The importance of slide/overhead content was not clear.
	Slides/overheads /handouts were visually appealing	Slides/overheads were visually appealing for the most part; however, some were overcrowded or unclear	Slides/overheads were not clear and were visually unappealing
Time	The presentation was within the designated time limit.	The presentation fell within the designated time limit but was rushed at the end.	The presentation was over the time limit.

READ-ALLOUD RUBRIC (3 = excellent 2 = good 1 = needs improvement) (18 points **plus 2 pts** for book published in the past five years)

- Uses a loud voice
- Articulates words clearly
- Reads with expression
- Reads with fluency
- Makes sure the script doesn't cover his/her face
- Uses appropriate gestures and motions



Informal Reading Conference

Reader _____ Date _____

Book Title _____ Current page/Total pages _____/_____

Date book started _____ Genre _____

How do you know the book is (genre)?

Why did you choose this book?

Is the book easy, just right, or challenging for you? Circle one – easy, just right, and/or challenging

What do you think of the book so far?

4	Opinion is detailed and the reader makes connection to text and personal experience(s).
3	Opinion is general and/or have vague back up.
2	Teacher must search for opinion, or student says, "I just do."
1	Unable to form coherent and informed opinion.

Read this part of the book for me. Starting page/ending page ____/____

- **Challenging Vocab/systemic issues**

4	Reads fluently at an appropriate rate with no errors (or repairs error by using strategies) and makes use of punctuation to develop expression.
3	Reads most words accurately and at an appropriate rate but does not use punctuation consistently to develop expression. Might speed read.
2	Reads at too slow of a rate, misses quite a few words without correcting, and passes over some punctuation marks.
1	Reads haltingly by word calling, makes miscues without repairing mistakes, and ignores most punctuation marks.

**Tell me what you remember about what you *just* read. (Fictional pieces – Does reader understand character motivation and behavior?
Informational – Does reader use text features to get information?)**

4	Retell mentions important elements in sequence and in detail. Is able to answer teacher questions in specific manner, using text.
3	Retell may leave out one thing and/or may be spotty. Is able to answer teacher questions in general manner.

2	Teacher (many prompts) heavily scaffolds retell given by the student. May go blank on teacher questions or have to search for answers.
1	Has no idea how to retell in response to teacher prompt. Has no clue in response to teacher questions.

Vocabulary – Are you learning any new words as you read?

4	Student successfully uses background knowledge, context, <u>and</u> structural analysis (roots, affixes, inflections) to unlock the meaning of a new word.
3	Student tries to use background knowledge, context, <u>or</u> structural analysis (roots, affixes, inflections) to unlock the meaning of a new word.
2	Student makes a weak attempt to unlock the meaning of a new word with prompts from the teacher.
1	Student is unable to use background knowledge, context, or structural analysis when prompted by the teacher.

How long do you think it will take you to finish this book?

What do you plan to read after you finish this book? Why does that book interest you?

Let us discuss your strengths as a reader and set some goals.

- Strengths:
- Your goals:
- My goals:



Grading

Assignments	Possible Points
Class Attendance & Participation	75
Course Binder	100
Formal Philosophy Paper w/signature	100
Read A Loud	20
Group Presentation	75
10 Hours Tutoring/Documentation	50
Total Points	420
Final Course Percentages:	95-100 A; 92-94 A-; 91-89 B+; 88-83 B; 82- 80 B-; 79-78 C+; 77-74 C; 73-70 C-; 69-66 D; 65-below F

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 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—1st absence; 12 points—2nd absence; if 3 classes are missed student sets meeting with professor and EMB Chair).**
- 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 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.

5. **Readings & Assignments:** **Assigned readings are read before coming to class.** 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 or what is posted on the tentative schedule. Any late assignments should be placed in the **Late Drop Box** and assignments in this drop box receive half points. 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

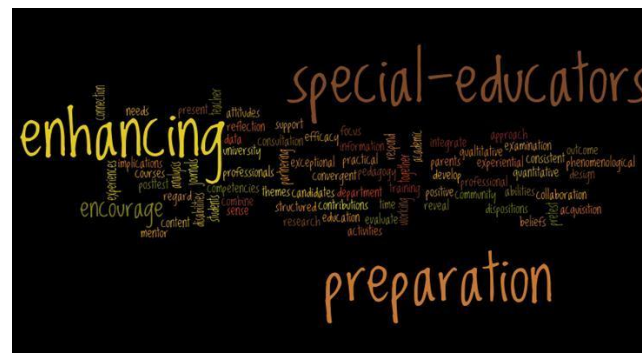
Week	Topics & Activities	Read, bring, complete (YOU DO) - All Assignments due the first day of the weekly scheduled course
1 Sept. 4	Course Overview <ul style="list-style-type: none"> • Practicum expectations, assignments, and schedule • Creating a productive and enjoyable learning environment for EVERYONE <ul style="list-style-type: none"> ▪ PLCs (groups of 3) ▪ Read Aloud 	<input type="checkbox"/> Read together the course syllabus <input type="checkbox"/> Bring Required Course Text (Ellery & Routman) to this and every class <input type="checkbox"/> Explicit directions for assignments outlined
2 Sept. 11	Intentional Teaching Practices <ul style="list-style-type: none"> • Essential reading life • Structures of literacy instruction <ul style="list-style-type: none"> ▪ Reading/Writing Workshops • Strategies Within the Essential Reading Components • Sign up for leading a chapter discussion (starting week 3) 	<input type="checkbox"/> Read pages 4 – 31 Ellery Text (diary notes) <input type="checkbox"/> Read pages A-16 - /A-21 (be prepared for quiz on terms) <input type="checkbox"/> Prepare a reading conference form – write a brief summary what each component is important ~ bring to class to discuss and submit to Dr. Fernholz



<p>3 Sept. 18</p>	<p>Intentional Teaching Practices (cont.)</p> <ul style="list-style-type: none"> •Showing How/Feedback • Current Research – Why Important? •Read, Write and Talk •Vocabulary/Word Walls/Spelling 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Routman pages 262 – 280 (diary notes_ <input type="checkbox"/> Download https://bookwhisperer.com/2015/02/08/ive-got-research-yes-i-do-ive-got-research-how-about-you/ <input type="checkbox"/> Read article written by Donalyn Miller; print article; highlight; write comments in the margins; write summary on the backside of the printed article; bring to class for discussion <input type="checkbox"/> Chapter Discussions – Ellery (Word Study, Vocabulary)
<p>4 Sept. 25</p>	<p>Classroom Library / Using Literature in Subject Areas/ Book Talks</p> <ul style="list-style-type: none"> • Exploring children’s books and titles <ul style="list-style-type: none"> • Be prepared to read aloud to group • Why good readers are good writers 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring children’s books to class <input type="checkbox"/> Download http://www.newyorker.com/culture/cultural-comment/the-goosebumps-conundrum-what-makes-a-childrens-book-good <input type="checkbox"/> Read article written by Adam Gidwitz; print article; highlight; write comments in the margins; write summary on the backside of the printed article; bring to class for discussion <input type="checkbox"/> Chapter Discussions – Ellery & Routman (Fluency & Writing Workshop)
<p>5 Oct. 2</p>	<p>Best Literacy Practices</p> <ul style="list-style-type: none"> •Reading/Writing Workshops <ul style="list-style-type: none"> ▪Guided, shared, and independent reading ▪Differentiation (e.g., struggling, ELL, gifted, behavior issues) ▪All Roads Lead to Meaning: Comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Ellery Chapter 5 – (diary notes) <input type="checkbox"/> Prepare for quiz: Second class period of the week: Chapters 2, 3, 4, & 5 (Ellery) <input type="checkbox"/> Binder check – bring binder to Second class of the week (reading conference forms MUST be signed by supervisor)
<p>6 Oct. 9</p>	<p>Reading Assessments / Research</p> <ul style="list-style-type: none"> •Assessment and evaluation, daily <ul style="list-style-type: none"> ▪Accessible, informal, intentional ▪Practicum assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Routman – Teaching Essentials - (diary notes)

	<ul style="list-style-type: none"> ●Research-based or tested? ●Why do we assess? Creating tests and evaluation rubrics ●Peer editing – rough draft of Philosophy 	<input type="checkbox"/> D2L Reading: 10 things Literacy Teachers Should Know about Research. Read article, print article; highlight; write comments in the margins; write summary on the backside of the printed article; bring to class for discussion <input type="checkbox"/> Rough draft of philosophy paper for peer-editing during second class of the week
7 Oct. 16	Learning Community <ul style="list-style-type: none"> ●Make every minute count (CH 12 Routman!) ●Readers Theatre ●Classroom management techniques ●Why beliefs matter 	<input type="checkbox"/> D2L Reading: Why beliefs matter. Read article, print article; highlight; write comments in the margins; write summary on the backside of the printed article; bring to class for discussion <input type="checkbox"/> PLC's prepare a reader's theatre scrip and perform second class of the week; script will be submitted to Dr. Fernholz
8 Oct. 23	Learning Community (cont.) <ul style="list-style-type: none"> ●See week 7 	<input type="checkbox"/> Binders are due First Class of the week. Individual conferences conducted during second-class period of the week. All piece completed.

UWSP PEP TEACHER DISPOSITIONS





University of Wisconsin
Stevens Point

**Professional Education Program
Teacher Candidate Dispositions**

Figure 1
Adopted 2/14/2014

