

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

*University of Wisconsin – Stevens Point
Elementary Methods Block - Fall 2016*

Section 3: Monday 5:00 – 7:30 CPS 326

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Course Description

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

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.

Assignments and course learning objectives are embedded Danielson’s Framework for Teaching (DFFT) and INTASC Standards to support (p. 2). The Common Core State Standards are recognized in the planning commentary task.

Most important, in this course and throughout the semester, preservice teachers 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 in the classroom as a model for performance beyond the classroom (Warren, Archambault & Foley, 2015). Through a class read aloud, we will share existing and developing values and goals while recognizing multiple viewpoints from others. Teacher educators have the responsibility of assessing future educators’ application of knowledge, skills, and dispositions in coursework and school settings to ensure effectiveness in their teaching. 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 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)

Crosswalk: Teaching Standards & Framework

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

DFFT Domain 1: Planning and Preparation

Learning Outcomes:

#7: Planning for Instruction The preservice teacher **plans instruction** 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.

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

Learning Objective: Preservice teachers will collaborate in a professional learning community (PLC) to co-author a commentary that draws from a selected practicum experience, course materials, and edTPA resources—as measured by the Professional Collaborator Scoring Guide.

302 Portfolio Requirement: Planning Commentary Organizer (written) *Dropbox (link)

Assignment # 1: Commentary *Correlates to EDUC 310 Assignment

WHAT: Preservice teachers decide on ONE planning commentary, from EDUC 302 practicum, that they will collaborate on. In your PLC (same people for all 309 assignments), choose one commentary that you feel would be easiest to gather information and brainstorm, learn from, revise and ultimately complete for publication. For EDUC 309, your **Teacher Portfolio Requirement** will be a hard copy of brainstorming notes and ideas that are written on the 10-page Planning Commentary Organizer (scanned). For EDUC 310, these notes will be revised and polished for publication (310 Teacher Portfolio Requirement). This in-class activity is about *supporting* each other, in a professional way, during the learning process to create a professional product (see integrating level on dispositions document, p. 10).

WHY: Writing together allows professionals to think through the writing process and product in a social context. It embraces brainstorming, organizing, and experiencing the recursive nature of the writing process to create purposeful text. The planning commentary is an expository (nonfiction) piece, supporting professional writing for the edTPA.

HOW: PLCs analyze a completed planning commentary, using a thinking organizer and helpful hints guide. Then, they collaborate on and draft ONE planning commentary from EDUC 302, specifically sections 3-5. This draft will include highlighted **academic language** related to literacy. This draft will be further worked on in EDUC 310.

PROFESSIONAL COLLABORATOR SCORING GUIDE: 30 Points (peers/self)

5—SURE DID! 4—MOSTLY DID 3-SOMEWHAT 2-BARELY 1-NOT EVIDENT

Did you (preservice teacher/group member) read through required material (i.e., edTPA literacy handbook planning section and glossary), apply knowledge from course resources, explore other sources, and explore each sections requirements before asking questions?

5 4 3 2 1

Did your (preservice teacher/group member) comments, active listening skills, body language, and professional interactions with group, class, and instructor reflect the integrating level on dispositions document?

5 4 3 2 1

Did you (preservice teacher/group member) **highlight literacy terms**, support planned instruction with effective practices (research), and fill out the commentary draft to the best of your abilities to create a quality draft piece ready for adding to, revising, and completing in EDUC 310?

5 4 3 2 1

Assignment #2: Classroom Environment

Learning Outcomes:

#3: Learning Environment The preservice teacher works with others to **[learn how to]** create environments that support individual and collaborative learning that encourages **positive social interaction**, active engagement in learning/self-motivation **[in EDUC 309 and in their future elementary classrooms]**.

#10: Leadership and Collaboration The preservice teacher **seeks appropriate leadership roles & opportunities** to take responsibility for student learning, to **collaborate** with learners, families, colleagues, other school professionals, & community members to ensure learner growth, and to advance the profession.

Learning Objective: Using *The Classroom Management Book*, preservice teachers will collaborate in a PLC to investigate and present classroom management techniques and effective teacher preparations a productive learning environment for the first day of school and throughout the school year—as measured by the Presentation & Listening Scoring Guide.

Assignment # 2: Learning community

WHAT: In your PLC, decide on a teaching/management topic, from *The Classroom Management Book* by Wong & Wong, that most interests your group. PLCs explore, read, listen to, and/or watch examples of good classroom teaching and management styles/procedures. PLCs will then share their favorite classroom teaching/management style that represents their learning and way of sharing. Wong writes, “You make your own success from what you adapt [not adopt].”

WHY: Student achievement at the end of the year is directly related to the degree to which the teacher establishes classroom routines and procedures in the very first week of week and throughout the school year. We may know a lot about teaching reading, the content, our specific discipline but if our classroom is chaotic, students will have a difficult time learning.

HOW: Preservice teachers (individual or in PLC) watch videos and peruse **The First Days of School: The Effective Teacher book**. These materials are found in the Library Reserves and Library eReserves for this course. PLCs go to the Library Reserve and copy the topic section, in Wong’s book, that most interests them. PLCs use all the information to prepare an 8-10 minute presentation to the whole class. Preservice teachers **MUST** weave in language from their Routman and Johnston resources. *There is nothing to hand in for this assignment.*

PRESENTATION & LISTENING SCORING GUIDE: 30 Points (instructor/peers)

5—SURE DID! 4—MOSTLY DID 3-SOMEWHAT 2-BARELY 1-NOT EVIDENT

Did preservice teacher/group member show knowledge of the content, speak clearly so others could understand, and make it interesting with visuals, handouts, activities, video or other method?

5 4 3 2 1

Did preservice teacher/group member participate fully and professionally with other members, watch the video (possibly other videos) (**Evidence: Show video clip**), read related chapters from Routman and Johnston (**Evidence: Journals**), and weave these excellent resources on literacy and learning into an 8-10 minute presentation?

5 4 3 2 1

Did preservice teacher/group member actively listen to each speaker, truly engaged in each group’s presentation of ideas (eyes on speakers, body’s facing speaker, etc.), and ask appropriate questions?

5 4 3 2 1

Assignment #3: Instruction

Learning Outcomes:

#1: Learner Development The preservice teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and **designs and implements developmentally appropriate** and challenging learning experiences.

#5: Application of Content The preservice teacher understands how to **connect concepts** and use differing perspectives to **engage learners** in critical thinking, creativity, and collaborative problem solving to real local/global issues.

#8: Instructional Strategies The preservice teacher understands and uses a variety of **instructional strategies** to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning Objective: Preservice teachers will use a well-known lesson design tool and watch videos of effective teaching practices to design content-based literacy lessons that promote best teaching and learning practices, for all students, in a variety of grade levels—as measured by the lesson plan scoring guide.

302 Portfolio Requirement: Lesson Design Template (written/typed/or both) *Dropbox (link)

Assignment # 3: Lesson Plan *Correlates to EDUC 310 Assignment

WHAT: PLCs select a teaching video (of suitable length to pull enough information) which contains a literacy and content area component. With the prompt, “If this were my classroom, my next teaching move would be . . .” PLCs will plan a lesson that would probably take a teacher 2 days to complete (1 ½ - 2 hours literacy block each day)—this is very typical. The design of this lesson is based on the gradual release of responsibility model. PLCs then take this draft (**309 Teacher Portfolio Requirement**) and transfer the content to the more formal UWSP PEP Lesson Template (310 Teacher Portfolio Requirement). In 309, PLCs will demonstrate snippets of their lesson during class worktime.

WHY: Student learning is maximized when lessons are meaningful, interactive and relate to real-world issues. Using an actual teaching planning tool supports new teachers (and expert) in how to effectively craft and infuse best learning and language practices. Then, transferring this knowledge to a different venue helps to organize your thinking and reflect more deeply on why you designed the lesson as you did (and successfully create 3 solid lessons (within a unit) to pass the edTPA and obtain a teacher license!).

HOW: Preservice teachers go to the teaching channel at <https://www.teachingchannel.org/> and choose video that most appeals to them that includes **BOTH** a literacy and content focus. PLCs use the Lesson Design Template (fill in all applicable sections) to plan a lesson that spins off of the observed video. PLCs will make notes, referencing required readings from class & demonstrate snippets of their lesson plan.

LESSON PLAN SCORING GUIDE: 20 Points (instructor/self)

5—SURE DID! 4—MOSTLY DID 3-SOMEWHAT 2-BARELY 1-NOT EVIDENT

Did you (preservice teacher) collaborate effectively, with your group and instructor (integrating level), use class time wisely, infuse and reference course readings, and select a teaching video that aligns with your interests and developing knowledge of reading instruction to design a **content-based literacy lesson**?

5 4 3 2 1

Did you (preservice teacher) make sure that when you shared portions of your lesson through demonstration and video, which was meaningful and applicable to all learners? Did you share differentiation techniques (ELL, gifted, struggling learners, etc.)?

5 4 3 2 1

Domain 4: Professional Responsibilities

Learning Outcomes:

#5: Application of Content The preservice teacher understands how to **connect concepts** and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving to real local/global issues.

#6: Assessment The preservice teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.

#10: Leadership and Collaboration The preservice teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, and to advance the profession.

Learning Objective: During the coursework phase of EMB, preservice teachers will document teaching tips, connections, and questions in a learning log **AND** in the practicum phase of EMB, implement a formative reading assessment to design an appropriate literacy lesson.

Assignment 4: Learning Log (20 Points): A learning log will document your reading from assigned chapters in Routman and Johnston. Your log will support discussions during book study group time, track information to complete assignments 1-3, and provide ideas and questions to ask peers during lead chapter sharing time. **You are responsible for 4 learning log entries (which includes multiple assigned chapters) and leading one chapter discussion. For example, learning log 1 includes reading and logging (using the form below) chapters 1, 2, 3 in Routman and chapter 1 in Johnston.** The assigned chapters, for each learning log entry, are posted on the schedule. So, for each chapter assigned, use the following format:

Book/Chapter/Date			
Comments / Questions / Ideas from Reading (This section is most important, make sure to have at least ½ page of notes—Facts/Questions/Response (FQR)—from reading the chapter for full points)			
What I (we) learned in our group discussion			
Questions I (we) have			
New words/ jargon/ abbreviations I learned			
Where (and why) I can use this information			
Completed all the above to receive FULL points for each learning log entry. Entries will include several chapters. Each chapter must include all the above criteria for 5 points (all or nothing). Instructor will come around during worktime to check learning log entries.			
Learning Log 1	Learning Log 2	Learning Log 3	Learning Log 4
(Note: If notes are missing/incomplete or student is writing their journal notes during book study group or class, - 5 points).			

Source: http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/28learning-logs-and-learning-journals.pdf

Assignment 5: Group Presentation ~ Best Practices ECE Literacy Groups will form based on topic choices. Presentations will be given to model, teach and share evidence of best practice. Due dates TBD (40 points)

Rubric Group Presentation ~ Best Practices ECE 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.
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Assignment 5: Read Aloud: Student will read a picture book with appropriate teacher discourse.

READ-ALOUD 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

15 Hours Practicum Requirement: Complete **ONE** Routman's Reading Conference Form in your school placement. Hard copies due at **Friday Seminar on 12/2** (Note: -10 points if not handed in, no late forms accepted).

Grading

Assignments	Points Possible
Commentary *portfolio requirement	30
Learning Community	30
Lesson Plan *portfolio requirement	20
Learning Log/FQR's/Practicum	60
Read A Loud	20
Final Class Presentation	40
Total	200
Grade	Points
A	200-189
A-	188-180
B+	179-175
B	174-165
B-	164-160
C+	159-157
C	156-148

C-	147-140
D	139-132
F	Below 131

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.
- 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

All learning floats on a sea of talk. -Douglas Barnes

Week	Topics & Activities (WE DO)	Read, bring, complete (YOU DO)
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<p>1 Mon., Sept. 12</p>	<p>Course Overview</p> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Close read (p. 10) syllabus and bring to first class meeting <input type="checkbox"/> Bring Required Course Text (Routman & Johnston) to this and every class
<p>2 Mon., Sept. 12th</p>	<p>Intentional Teaching Practices</p> <ul style="list-style-type: none"> •Essential reading life •Structures of literacy instruction <ul style="list-style-type: none"> ▪Reading Workshop •Practice designing a lesson plan (Assignment 3) •Sign up for leading a chapter discussion (starting week 3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Syllabus <input type="checkbox"/> Learning Log 1: Routman CH 1-3 / Johnston CH 2 (Assignment 4)
<p>3 Mon., Sept. 19th</p>	<p>Intentional Teaching Practices (cont.)</p> <ul style="list-style-type: none"> •Showing How/Feedback •Work & share time: Designing a lesson plan (Assignment 3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Log 2: Routman CH 4 & 8 / Johnston CH 4 (Assignment 4) <input type="checkbox"/> Bring Lesson Plan Template (Assignment #3)
<p>4 Mon., Sept. 26th</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 	<ul style="list-style-type: none"> <input type="checkbox"/> Bring children's books to class (2-3) <input type="checkbox"/> Skim & Scan: Routman CH 5 & p. 143-146 (Bring questions for Mary Lou, owner of Book Look)
<p>5 Mon., Oct. 3rd</p>	<p>Best Literacy Practices</p> <ul style="list-style-type: none"> •Reading Workshop (cont. from week 2) <ul style="list-style-type: none"> ▪Guided, shared, and independent reading ▪Differentiation (e.g., struggling, ELL, gifted, behavior issues) •Planning Commentary (Assignment 1) 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Log 3: Routman CH 6, 9, 10 (Assignment 4) <input type="checkbox"/> Planning Commentary (Assignment 1)
<p>6 Mon., Oct. 10th</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 •Research-based or tested? 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Log 4: Routman CH 7 & 12 (Assignment 4)

		<input type="checkbox"/> D2L Reading: 10 things Literacy Teachers Should Know about Research
7 Mon., Oct. 17 th	Learning Community <ul style="list-style-type: none"> ●Make every minute count (CH 12 Routman, week 6 learning log) ●Classroom management techniques ●Why beliefs matter 	<input type="checkbox"/> Share Learning Community topic (Assignment 2) *PLCs may be able to share their teaching/management technique before week 7 <input type="checkbox"/> D2L Reading: Why beliefs matter
8 Mon., Oct. 24 th (S-1)	Learning Community (cont.) <ul style="list-style-type: none"> ●See week 7 	<input type="checkbox"/> Share Learning Community topic (Assignment 2) <input type="checkbox"/> Assignments 1 & 3. Paste Portfolio link in D2L Drop Box. Provide InTASC standard assignments 1 & 3 are place in AND write an error-free, concise reflection. Due Friday, October 28th (Each day link is late, -2 points). <input type="checkbox"/> Practicum Placement Reminder: Routman's Reading Conference Form hand in at Friday Seminar 12/2
November 7 – December 12th	Literacy Learning Centers, Integrated Arts in Early Literacy Practices, and Reading Practices for Early Reading Success	<input type="checkbox"/> Research articles and chapters found on D2L for review and discussion <input type="checkbox"/> Final Group Presentations/dates to be determined

CLOSE READING

Close reading is sometimes referred to as a method for teaching comprehension. In order to uncover meaning, readers must read slowly, closely, and analytically. When reading closely, readers should reason through ideas presented in the text (this case, the syllabus). The instructor will provide necessary scaffolds and create connections between ideas and questions.

UWSP PEP TEACHER DISPOSITIONS



Figure 1
Adopted 2/14/2014

