

EDUCATION 796
Methods and Materials for Teaching Literacy and Language (Ages 9-11)
Summer 2016
University of Wisconsin – Stevens Point
May 30th-July 8th

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Course Description:

The purpose of this online interactive course* is to acquire an Early Childhood-Middle Childhood (EC-MC) add-on license. **Course Learning Objectives** focus on developing a solid understanding of literacy and language methods with ages 9-11. These learning objectives privilege the Association for Childhood Education International (ACEI) 2007 Elementary Educational Standards. In a professional learning community (PLC), participants move through 4 modules of planning, classroom management, instruction, and professional responsibilities. These modules align to the Wisconsin's Educator Effectiveness assessment system. **Learning Outcomes** are specified with course tasks and related to content within the 4 modules. Content in this course is sensitive to participant's current teaching situation and modifications of tasks may be considered. *Course content and instructor/student contact for this course meets the Carnegie Credit requirement of 45 hours.

Required Textbook:

Parr, M. & Campbell, T. (2012). *Balanced literacy: Weaving theory into practice for successful instruction in reading, writing, and talking*. Portland, ME: Stenhouse.

Richardson, J. (2009). *The next step in guided reading K-8: Focused assessments and targeted lessons for helping every student become a reader*. New York, NY: Scholastic. (Required Purchase)

Related Readings and Resources (located within D2L Modules):

Howard, M. (2012). *Good to great teaching: Focusing on the literacy work that matters*. Portsmouth, NH: Heinemann.

Johnston, P. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.

MacDonald, E. & Shirley, D. (2009). *The mindful teacher*. New York, NY: Teachers College Press.

Sibberson, F. & Szymusiak, K. (2003). *Still learning to read: Teaching students in grades 3-6*. Portland, ME: Stenhouse.

Wisconsin Model Academic Standards for ELA at <http://www.corestandards.org/ELA-Literacy/>

Note: The language in each module comes directly from The Department of Instruction's Wisconsin Educator Effectiveness System: Teacher Evaluation Process Manual 2014-2015 (Version 3).

Other Appropriate Internet, Video, and Related Resources

Course Learning Objectives:

Course learning objectives follow the expectancies of the Early Childhood – Middle Childhood (Birth – Age 11) (71) Guidelines used by educator preparation programs (PI-34). The following 2007 ACEI Standards, specifically the knowledge and skills presented in the Curriculum Standard 2.1 Reading, Writing, and Oral Language, provide the focus for this course. Thus, participants in this course will:

1. Read and analyze literacy and language resources to develop an understanding of effective literacy and language arts resources, practices, and assessments.
2. Engage in planning and preparing literacy and language arts instruction.
3. Gain an understanding of the reading/language arts strands found in the Common Core State Standards (CCSS) to support planning.
4. Recognize the Wisconsin’s Educator Effectiveness assessment system of planning, classroom management, instruction, and professional responsibilities.
5. Display the ability to be a reflective practitioner by participating in a professional learning community (PLC).

Association for Childhood Education International (ACEI) Elementary Educational Standards
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1. Development, Learning and Motivation

<p>1.1 <i>Development, Learning, and Motivation</i> - Teachers know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</p>
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2. Curriculum

<p>2.1 <i>Reading, Writing, and Oral Language</i> - Teachers demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;</p>
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<p>2.2-2.4 <i>Science, Math, S.S.</i></p>
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<p>2.5 <i>The Arts</i> - Teachers know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>
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<p>2.6-2.7 <i>Health Education, Physical Education</i></p>

3. Instruction

<p>3.1 <i>Integrating and Applying Knowledge for Instruction</i> - Teachers plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</p>
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<p>3.2 <i>Adaptation to Diverse Students</i> - Teachers understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>
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<p>3.3 <i>Development of Critical Thinking and Problem Solving</i> – Teachers understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;</p>
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<p>3.4 <i>Active Engagement in Learning</i> - Teachers use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active</p>
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<p>engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;</p> <p>3.5 Communication to Foster Learning - Teachers use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>
<p>4. Assessment</p> <p>4.0 Assessment for Instruction – Teachers know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>
<p>5. Professionalism</p> <p>5.1 Professional Growth, Reflection, and Evaluation – Teachers are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.2 Collaboration with Families, Colleagues, and Community Agencies - Teachers know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>

Course Tasks & Participant Learning Outcomes:

Participants will complete 5 course tasks. Participants have 6 weeks to complete 4 modules offer participants readings and resources to read, discuss, view, and apply to each task. Participants may request to modify or exchange one task for another task more appropriate to their teaching situation. However, tasks must be similar and pre-approved by the instructor. All participants must complete the MTJ, course and participation tasks.

MODULE 1: Professional Responsibilities

The resources in this module focus on professional responsibilities of self-reflection, professional growth, and collaborating within an on-line professional learning community (PLC) to gain knowledge of effective literacy practices for ages 9-11. Participants will maintain their mindful teaching journal and respond to peers’ journals each week/module. Journal entries are submitted by Wednesday and responded to by Sunday.

Mindful Teacher Journal (MTJ) Task—Each participant is responsible for keeping a reflective on-line journal that will be assessed on the person’s ability to synthesize the reading materials and activities provided in the modules. A MTJ contains free-flowing reflections and inquiry that enable participants to contribute within an on-line PLC.

- *ACEI Standards:* 1.1, 2.1, 3.3-3.5, 4.0, 5.1, 5.2
- *Requirements:* Participants are expected to thoughtfully journal by Wednesday, in 3-4 paragraphs, on module resources. Participants will also respond by Sunday, in 1 paragraph, to each of their peer’s MTJ entries.
- *Assessment:* 30 Point MTJ Scale

Participation Task—Participation in this course is measured by your ability to collaborate with colleagues and become a contributing member of a PLC. This requires that you work

together in an on-line environment (D2L Discussion Area).

- *ACEI Standards:* 5.1-5.2
- *Requirements:* Participate! Be on time, respectful, caring, and if something comes up let the instructor know by emailing, commenting in the discussion area, or calling 715.412.1585.
- *Assessment:* 10 Point Self-Reflective Analysis

Learning Outcomes: Within modules related to the Wisconsin’s Educator Effectiveness assessment system participants will be able to display the ability to be reflective practitioners by maintaining (and responding to) a mindful teacher journal. This journal will consist of knowledge and understandings related to ACEI standards noted in above tasks.

MODULE 2: Planning

This module focuses on organizing the content that students are to learn. Elements of instructional design—learning activities, assessments, and strategies—appropriate to literacy and language learning for ages 9-11 will be shared and discussed through a series of guided lessons that integrate reading, writing, and oral language.

Guided Lesson Plans Task—Jan Richardson offers planning templates that can be easily modified to include the language and literacy skills necessary for planning effective literacy instruction for ages 9-11 (Grades 4-6). Participants will plan 3 lessons (which may be on one sheet) that “use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas” (ACEI standard of Curriculum 2.1). Participants will collaborate on and share their lessons in a PLC.

- *ACEI Standards:* 1.1, 2.1, 2.5, 3.1-3.2, 4.0, 5.1
- *Requirements:* Plan 3 guided lessons (use planning template(s)) integrating reading, writing, speaking, viewing, listening, and thinking skills. Teach lessons (at least 1 lesson) to a student or group of students ages 9-11. Submit lessons and cover page (see Synopsis Task) by Friday, July 8th.
- *Assessment:* 30 Point Guided Lesson Planning Rubric (Instructor/Peer Feedback)

Learning Outcome: After engaging in reading, discussions, and viewing planning and instructional resources participants will be able to create 3 continuous guided lesson plans that include the CCSS-ELA and *intentionally* concentrate on the “concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills” (ACEI standard of Curriculum 2.1). These guided lessons will consist of understandings and applicable practices related to ACEI standards noted in above tasks.

MODULE 3: Classroom Management

This module focuses on the non-instructional interactions that occur in a classroom. Readings and resources relate to activities that establish a respectful classroom environment and culture of literacy and language arts learning. This module includes resources related to classrooms that support purposeful learning through community, workshop, and components of “the arts” related to literacy and language.

- *ACEI Standards:* 2.5, 3.4, 3.5, 5.2
- *Requirements:* Participants will continue to interact with the readings and their peers via the course modules and on-line PLC (discussion area, MTJ task).
- *Assessment:* Included in 30 Point MTJ Scale

Learning Outcome: After engaging in reading, discussions, and viewing resources related to classroom management participants will display knowledge of classroom management methods in their MTJ entries/responses. These guided lessons will consist of understandings and applicable practices related to ACEI standards noted in above tasks.

MODULE 4: Instruction

This module focuses on instructional strategies used to engage participants in literacy and language arts content for effective instruction. Strategies and methods represent distinct elements of instruction and content appropriate for meaningful instruction this is important to students as well. Material will support and connect participant’s knowledge of EC methods of instruction for ages 9-11.

Synopsis Task—Participants will write a 1-page synopsis of the 3 guided lessons planned and implemented. Synopsis includes justifications and assessments that guided planning and informed your instruction.

- *ACEI Standards:* 5.1
- *Requirements:* Concise synopsis of lessons and learning, error-free, and integrates accurate standards, literacy skills, justifications, and appropriate assessments. This 1-page single-page synopsis is to be submitted with the lesson plan template(s) by Friday, July 8th.
- *Assessment:* 10 Points (within Guided Lesson Planning Rubric)

Synthesis Paper Task—For this paper, titled *An Analysis of Reading/Language Arts Content*, participants will include review of the CCSS-ELA for grades 4-6, specific curriculum for grades 4-6 drawn from district materials, and/or textbooks (from the district you teach in), and teacher interviews.

- *ACEI Standards:* 5.1
- *Requirements:* Separate Handout
- *Assessment:* 20 Point Analysis of Content Rubric

Learning Outcome: Participants will demonstrate an understanding of reading language arts content, covered in grades 4-6, through writing, discussion, and application. A secondary outcome is to have participants share insights from 4-6 grade teachers as to which reading/language arts content is typically understood by most students and which content is difficult for many students. The synopsis of the guided lessons and synthesis paper tasks will consist of understandings and applicable practices related to ACEI standards noted in above tasks.

Course Schedule and Grading:

Monday-Sunday	MODULE ACTIVITIES & COURSE TASKS
May 30 th - June 5 th	<p>Introduction Module</p> <ul style="list-style-type: none"> • Contact instructor to discuss course requirements, D2L environment, etc. • Peruse modules, textbook, set up a practicum, and prepare for module.
June 6 th – June 12 th	<p>Module 1: Professional Responsibilities</p> <ul style="list-style-type: none"> • Read, view, interact, and apply resources in this module—Connect to Chapter 1: The Art of Navigation in Teaching (Parr & Campbell). • Mindful Teacher Journaling Task begins and is ongoing throughout course. Journaling takes place in the Discussion Area. Submit a Mindful Teacher Journal (MJT) entry Wednesday-Friday and respond to peers’ journal entry by Sunday.
June 13 th – June 19 th	<p>Module 2: Planning</p> <ul style="list-style-type: none"> • Read, view, interact, and apply resources in this module—Connect to Chapter 4: Constructive, Accountable Talk & Chapter 5: Modeling of Literate Behaviors (Parr & Campbell). • Submit a Mindful Teacher Journal (MJT) entry Wednesday-Friday and respond to a peers’ journal by Sunday. • Submit ONE Guided Lesson Plan by Wednesday for brief feedback from peers and instructor. Handwritten (in templates provided) and scanned or go to Richardson’s website and use her interactive templates. http://www.janrichardsonguidedreading.com/home (under resources)
June 20 th – June 26 th	<p>Module 3: Classroom Management</p> <ul style="list-style-type: none"> • Read, view, interact, and apply resources in this module—Connect to Chapter 2: A Community for Learning Success (Parr & Campbell). Preview Chapters 8-10 on Poetry, Drama, and Storytelling (Parr & Campbell). • Submit a Mindful Teacher Journal (MJT) entry Wednesday-Friday and respond to a peers’ journal by Sunday. • Rough Draft of Synthesis Paper Task for Peer Review (D2L Discussion Area) by Wednesday. Peers choose one paper to review/edit and provide feedback by Sunday.

June 27 th – July 3 rd	<p>Module 4: Instruction</p> <ul style="list-style-type: none"> • Read, view, interact, and apply resources in this module—Connect to Chapter 3: Literacy Workshops, Chapter 6: World of Texts for Reading, and Chapter 7: Writing to be Read (Parr & Campbell). • Submit final MTJ entry Wednesday-Friday and respond to peers’ MTJ by Sunday. Final MTJ must include a self-reflective analysis of course participation (see Participation Task). •
July 4 th –July 8 th	<p>Wrap-up Module</p> <ul style="list-style-type: none"> • Synthesis Paper Task submitted for grade by Friday, July 8th (Dropbox). • Guided Lesson Plan Task submitted for grade by Sunday, July 8th (Dropbox). This task includes 3 lesson plans and a 1-page synopsis (See Synopsis Task).

Grading: 90-100 (A), 89-80 (B), 79-70 (C), 69-60 (D), Lower than a 60 is failing. Assessments follow the EC-MC Guidelines shown in Course Learning Outcomes section.

Course Tasks	Points
Mindful Teacher Journal	30
Participation	10
Guided Lesson Plans	30
Synopsis (for Guided Lesson Plans)	10
Synthesis Paper	20
TOTAL POINTS	100

Course Expectations: The above course tasks are designed to help you foster proficiencies in professional growth, reflection, and evaluation (5.1). Therefore, participants in this course will:

- **Submit** ALL assignments by the posted due date. Late assignments will NOT be accepted.
- **Complete** the assigned readings **before** on-line sessions.
- **Use** proper spelling, punctuation and grammar. Proofread work before submitting it for a grade. 5 points will be deducted from all assignments not following these directions.
- **Attend** on-line class consistently and during requested online attendance. E-mail the instructor if missing a class/discussion time.
- **Participate** in on-line discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- **Conduct** yourself as a professional educator should conduct him/herself.
- **Understand** that failure to comply with the above expectations will result in deduction of points beyond those of the 10 participation points (Points deducted—instructor discretion).

University Policies

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 information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

The American 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/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center 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 and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here:

<http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.