



## EDUC 302: Methods and Materials for Teaching Reading I Semester II ~ Spring 2020

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Section 1: 8:00-9:15 M&W CPS 326  
Section 2: 12:30-1:45 M&W CPS 326  
Office Hours: 9:30-10:30 M&W CPS 456

*No one cares how much you know, until they know how much you care. ~ Theodore Roosevelt*

### Course Overview

Effective reading instruction requires teachers to understand and integrate assessment, planning and instructional strategies in connected and developmentally appropriate ways. This methods course introduces preservice teachers to responsive literacy instruction and satisfies the state mandate for phonics instruction. Phonics instruction is a method of teaching beginning readers to read and pronounce words by learning the phonetic values of letters, letter groups, and syllables.

[InTASC Teaching Standards](#) 3, 6-8, and always 9 & 10 frame course assignments and assessments. These teaching standards outline what preservice and practicing teachers should be able to do, know, and how to act (dispositions). The [CCSS-ELA](#) support literacy lessons planned and taught in class and practicum. The [SOE Teaching Dispositions](#) and critical dispositions within the InTASC Standards indicates “habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice” (2013, p. 6).

### Course Materials

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. Required Purchase Amazon

Richardson, J. (2016). *The next step looking forward in guided reading: An assess-decide-guide framework for supporting every reader, grades K-8*. New York, NY: Scholastic. Rental UWSP Bookstore

### Essential Questions

1. How might a teachers' dispositions affect their students' learning?
2. How do educators (at all levels) become literacy and learning experts?
3. What does effective reading instruction look, sound, and feel like?
4. What learning conditions are necessary to engage students in learning (and literacy)?

## University and Department Policies Document

This course aligns with university and SOE department policies. We will discuss this document in class. If you have any questions or ideas, please share during the discussion or talk with me privately.

I agree to:

- silence and put away all electronic devices during 302 class and practicum.
  - Computers for notetaking are sometimes used and perfectly acceptable.
  - If you need to text or check your phone please leave the room.
- accept and follow the EDUC 302 attendance policy:
  1. Find a Friend - Hook up with a person in class (now). This friend will share handouts, notes, and all information from the class that you missed.
  2. Absent - email or text the professor.
  3. Unless you have an accommodation, absent and tardiness point deductions are as follows:
    - Persistent tardiness: instructor discretion
    - 1 absence: 0 points
    - 2 absences: 5 points
    - 3 absences: 15 points
    - 4 or more absences: automatic letter grade deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue
- read required material BEFORE class and have two column chapter notes ready to go!
- review the **Dispositions Agreement** signed when accepted into the SOE-PEP (refer to UG Advising Guide). Continue to develop my teaching dispositions; understanding that dispositions not in accordance with the UWSP Teacher Candidate Dispositions are taken seriously and my instructor is obligated to document and act on my dispositions. **All assignments infuse dispositions (deductions for inappropriate teacher dispositions).** The NCATE defines professional dispositions as:
 

*professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.*
- complete assignments on time but understand that an assignment completed no more than 1 week late can receive no more than 50% of the points possible.
- recognize the fact that I must RECEIVE a C- or better in this course (see Teacher Certification and Academic Standards) – failure to earn a C- or higher will result in repeating this course.
- know the UWSP BILL of RIGHTS & RESPONSIBILITIES as a set of expectations developed for all students and instructors at <https://www.uwsp.edu/stuaffairs/Pages/default.aspx>
- understand that academic misconduct is a serious matter and that the policies can be accessed at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- register with Disability Services Office if I need specific accommodations and inform the instructor of accommodations needed to be successful in this course  
<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>

## Course Assignments

Using the InTASC Teaching Standards as a roadmap and self-assessment tool, preservice teachers can play a more active role in determining what they learn, how they learn it, and how they can demonstrate their learning.

### PROFESSIONAL RESPONSIBILITY (Independent)

#### Assignment 1: Teacher Binder

**Learning Outcome:** The teacher engages in ongoing professional learning, uses evidence to evaluate their practice, and the effects their choices and actions have on others (Standards 9 & 10 \*modified).

**Learning Goals:**

- Preservice teachers use comprehension and collaboration strategies to document required reading, participate in class discussions, and small group meetings.
- Preservice teachers collect all materials related to class activities, practicum, and assignments to provide evidence of and reflect on the InTASC Teaching Standards 9 & 10 (see list on next page).

**Directions:**

1. Use a **teacher binder** to collect and organize course assignments, activities, materials, etc. Set your teacher binder up so that it works for YOU.
2. The instructor will meet with groups to check (assess) assignment completion through conversation and evidence. The instructor will use the **Teacher Binder Checklist** (#3 below) to keep track of points. Meetings will be scheduled 2x during the semester and teacher binder points entered by **week 15**. The discussion prompts (p. 4) will support conversations during these meetings.

3. **Teacher Binder Checklist:**

- ✓ Two-column notes (left side – during reading notes & left side – class discussion notes) from chapters 1-6 in *Absolutely Not (AN)*. Chapters 7-10 notes will be in a different form. All chapter readings must be at least 1 page and include a date and title. **Participation is required – if absent, participation points are deducted.** See the schedule for when each chapter is due.

**CH 1 2 3 4 5 6 7 8 9 10**

- ✓ Two-column notes (left side – during reading notes & left side – class discussion notes) from chapters 1-6 in *The Next Step Forward in Guided Reading*. Notes must be at least 1 page and include a date and title. **Participation is required – if absent, participation points are deducted.** The teaching videos correlate to the chapters. Teaching video notes are documented in the same manner. See the schedule for when each chapter is due. Viewing videos – TBD.

**CH 1 2 3 4 5 6 video video video video**

- ✓ Practicum Materials (Assignment 2), Interactive Read Aloud & Read Aloud Lessons (Assignment 3 & 4)
- ✓ Teacher resources practiced and/or handed out in class (e.g., spelling inventory, lesson plans, Cambourne' Learning Conditions, etc.)
- ✓ If any above material is missing, points are deducted.

Date: \_\_\_\_\_ Points: \_\_\_\_\_ Date: \_\_\_\_\_ Points: \_\_\_\_\_ /100 Teacher Binder Points

**Discussion prompts:**

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(t) The teacher embraces the challenge of continuous improvement and change.

**Discussion notes:**

## INSTRUCTIONAL PRACTICE (Independent)

### Assignment 2: Guided Reading Lessons (practicum)

**Learning Outcome:** Teachers will be able to understand and use multiple methods of assessments, plan instruction, and use a variety of instructional strategies to support students' needs and strengths (Standards 6-8: Assessment, Planning & Instructional Strategies).

#### Learning Goals:

- Preservice teachers secure a 10-week practicum to plan and practice a guided reading format (assessment, planning, and instruction) to support a student's literacy needs and strengths.
- Preservice teachers develop a professional relationship with the classroom teacher by sharing their guided reading lessons and student's progress throughout the semester.



edTPA Teaching Learning Cycle, edTPA Assessment Handbook, p. 3

#### Directions:

1. Secure a 10-week practicum (week 4-14) and use the guided reading method with a student 2x a week. Soon as possible, email the teacher to introduce yourself and that you are filling out necessary forms (i.e., background checks). Share that you will use Jan Richardson's guided reading lesson format (with one student).
2. Find out your student's guided reading level and any other important information. If necessary, conduct an interest inventory. Please respect the teacher's schedule. They might not have time to sit down with you to show you how to do everything. The classroom or library in the school may provide you with books. There are also children's leveled books in 302 reserves (first floor of the library, behind reference desk).
3. There are different practicums that are available. We will discuss these in class.
4. Provide the classroom teacher with the **Practicum Report form** (p. 6) by week 4. Explain that you need this back at the end of the semester. A hard copy is due week 15. During class, **the instructor** uses this same form to document preservice teacher's knowledge, performance, and dispositions.
5. *The Next Steps Forward in Guided Reading* by Richardson has all the materials you will need to teach in your practicum. Use the assessments and lesson plan templates according to your student's GRL. Keep track of lessons and assessments in your **teacher binder**. At the top of every GR lesson include the appropriate **CCSS-ELA**. **Share your teacher binder** with the classroom teacher.

\_\_\_\_/ 20 Classroom Teacher (Practicum) Points

\_\_\_\_/ 20 Instructor Points

\_\_\_\_/30 Assignment 2 Points



Dear Classroom Teacher,

Please rate the preservice teacher’s teaching performance to the best of your ability. During this practicum, the preservice teacher will share their teaching plans (Teaching Binder). Please keep in mind that this is their first reading methods course and that they are learning about teaching reading while they work with a student. If you have questions or concerns, please email [ccate@uwsp.edu](mailto:ccate@uwsp.edu) or call 715.412.1585.

UWSP Preservice Teacher:	Start & End Date:
Classroom Teacher:	School/District:
<b>Instructional Practice</b>	
<b>InTASC Standard 6: Assessment.</b> The preservice teacher used multiple methods of assessment to engage learner in their own growth, to monitor learner progress, and to guide their and learner’s decision-making.	
<b>Rating: 1 2 3 4 5</b>	
<b>Evidence:</b>	
<b>InTASC Standard 7: Planning.</b> The preservice teacher planned instruction that supported learner in meeting his/her learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and/or pedagogy, as well as knowledge of learners.	
<b>Rating: 1 2 3 4 5</b>	
<b>Evidence:</b>	
<b>InTASC Standard #8: Instructional Strategies.</b> The preservice teacher used 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.	
<b>Rating: 1 2 3 4 5</b>	
<b>Evidence:</b>	
<b>Professional Responsibility</b>	
<b>InTASC Standard 9: Professional Learning &amp; Ethical Practice.</b> The preservice teacher engaged in professional behavior [i.e., emailed when absent, dressed appropriate, etc.] and used evidence to continually evaluate their practice and actions on others.	
<b>Rating: 1 2 3 4 5</b>	
<b>Evidence:</b>	
Teacher Signature: _____ Date: _____ /20 Practicum Points	

## THE LEARNER AND LEARNING (Collaborative)

### Assignment 3: Read Aloud Lesson

**Learning Outcome:** Teachers will be able to collaborate with colleagues, learners, colleagues, community, and families to foster a safe, respectful, and rigorous classroom and school learning environment that promotes student responsibility for learning (Standard 3: Classroom Environment).

**Learning Goals:**

- Preservice teachers understand and use the **read aloud** method and guided conversations to teach kindness (now) and for use in their future classroom (later).
- Preservice teachers' lesson is **justified with principles from research and/or theory** (edTPA).
- Preservice teachers, in their teaching group and individually, are responsible for demonstrating and developing dispositions related to a kind, safe, and productive learning environment (now).

**Directions:**

1. Teaching groups use the **read aloud** method and guided conversation to teach kindness to others (now and for later). Groups have 30 minutes to teach their lesson.
2. Choose a lesson from *Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations* by Laminack & Wadsworth (located in 302 Reserves).
3. Copy of these lessons are stored in your **teacher binder**. Prior to your teaching presentation, provide instructor with a copy – I will make copies for the class.
4. After the lesson, reference an appropriate CCSS-ELA or content standard and why this lesson supports your future teaching of creating a kind, safe, and productive learning environment based on **principles from research and/or theory**.
5. Peers and instructor will use the following rubric to assess and provide specific feedback of group's teaching performance, knowledge and dispositions related to this lesson.

### RA Lesson Rubric

Performance	Knowledge	Disposition
3(a) The teachers collaborate with learners, families, and <b>colleagues [peers and instructor]</b> to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. 1 2 3 4 5	3(i) The teachers understand the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. 1 2 3 4 5	3(n) The teachers are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. 1 2 3 4 5

Comments:

\_\_\_\_/5 Member Points

\_\_\_\_/ 10 Peer Points

\_\_\_\_/ 15 Instructor Points      \_\_\_\_/30 Assignment 3 Points

## FINAL PRESENTATION

The course final brings together assignments 2-3.

**Directions:**

1. Teaching groups will use an interactive read aloud method to teach a literacy lesson (based on a specific reading component). Groups choose a specific grade level, CCSS-ELA standard and content standard.
2. Lesson plan templates will be available on Canvas. All sections of lesson plans (includes assessments and instructional strategies). Provide the instructor with a copy.
3. Justify your teaching moves with **principles from research and/or theory. This can be shared after your lesson is complete.**
4. The instructor will provide peers and group members with a rubric to assess and provide specific feedback of group's teaching performance, knowledge and dispositions related to this final lesson.
5. Teaching groups will sign up the last 3 weeks of class. The final is worth 30 points.

<b>Assignments and points</b>	<b>Grading scale</b>
Teacher Binder Contents – 100	200 – 186 A 185 – 178 A-
Guided Reading Lessons	177 – 170 B+
Practicum Report – 20	169 – 155 B
Course Report – 20	154 – 147 B-
	146 – 139 C+
Read Aloud Lesson – 30	138 – 124 C
Final Presentation – 30	123 – 116 C-
	115 – 108 D+
	107 – 93 D
	92 – 85 D-



## Tentative Schedule

Week	Topics & Activities	Assignments/Materials
Week 1 Wednesday, January 22 <sup>nd</sup>	Course overview & assignments	
Week 2 Monday, January 27 <sup>th</sup>  Wednesday, January 29 <sup>th</sup>	Assignments (cont.) & learning community  Practicum	
Week 3 Monday, February 3 <sup>rd</sup>  Wednesday, February 5 <sup>th</sup>	Big picture (e.g., scientific approach, reading brain), best practices & teacher resources  Reading stages & informal assessments (e.g., oral reading record)	Read “Big Picture” (Canvas) AN & Richardson (bring)
Week 4 Monday, February 10 <sup>th</sup>  Wednesday, February 12 <sup>th</sup>	...continued  Defining beliefs and aligning practices	Richardson: Ch 1  AN: Ch 2 & 3
Week 5 Monday, February 17 <sup>th</sup>  Wednesday, February 19 <sup>th</sup>	Emergent reader (behaviors, assessments, etc.) ...continued	Richardson: Ch 2  AN: Ch 4
Week 6 Monday, February 24 <sup>th</sup>  Wednesday, February 26 <sup>th</sup>	Emergent reader  ...continued	Richardson: Ch 3 and video  AN: Ch 4
Week 7 Monday, March 2 <sup>nd</sup>  Wednesday, March 4 <sup>th</sup>	Early reader (behaviors, assessments, etc.)  ...continued	Richardson: Ch 4 and video  AN: Ch 5
Week 8 Monday, March 9 <sup>th</sup>  Wednesday, March 11 <sup>th</sup>	Transitional reader (behaviors, assessments, etc.)  Fluent reader	Richardson: Ch 5 & video  Richardson: Ch 6 and video AN: Ch 6
<b>SPRING BREAK</b>		

Week 9 Monday, March 23 <sup>rd</sup>  Wednesday, March 25 <sup>th</sup>	Whole group reading lessons (word work, fluency, comprehension)  ...continued	AN: Chapters 7-10
Week 10 Monday, March 30 <sup>th</sup>  Wednesday, April 1 <sup>st</sup>	Children's literature & classroom community  Read aloud lessons	
Week 11 Monday, April 6 <sup>th</sup>  Wednesday, April 8 <sup>th</sup>	Read aloud lessons  Read aloud lessons	
Week 12 Monday, April 13 <sup>th</sup>  Wednesday, April 15 <sup>th</sup>	Final presentation worktime  ...continued	Assignment 3: Read Aloud Lessons
Week 13 Monday, April 20 <sup>th</sup> Wednesday, April 22 <sup>nd</sup>	<b>Final Presentations</b>	Assignment 1: Teacher Binder
Week 14 Monday, April 27 <sup>th</sup> Wednesday, April 29 <sup>th</sup>	<b>Final Presentations</b>	
Week 15 Monday, May 4 <sup>th</sup> Wednesday, May 6 <sup>th</sup>	<b>Final Presentations</b>	Assignment 2: GR Lessons (practicum & instructor report)
Week 16	Final Exam Period	Final Presentations (completed Week 13-15)

## References

edTPA (2018). *Elementary literacy assessment handbook. Version 07*. Stanford center for assessment, learning, & equity. Board of trustees of the Leland standford junior university.

InTASC Standards (2013). *Interstate teacher assessment and support consortium model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing development*. Retrieved from [https://ccsso.org/sites/default/files/201712/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/201712/2013_INTASC_Learning_Progressions_for_Teachers.pdf)